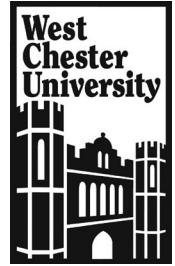


WEST CHESTER UNIVERSITY OF PENNSYLVANIA

GRADUATE CATALOG 2013-2014



LEARN MORE



Graduate Catalog 2013-2014

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. An electronic version of this catalog also is available on the University's website: www.wcupa.edu.

Vision Statement

West Chester University will be a national model for excellence for public regional comprehensive universities and especially noted for:

- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work.
- The responsiveness of its graduate and post-baccalaureate programs to regional needs.
- Its focus on providing lifelong-learning, technical, and applied skills essential to graduates' success now and in the future.
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body.
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania.

The West Chester University Mission Statement

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

The West Chester University Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

We believe that it is incumbent upon all members of our community – staff, students, faculty, and administrators – to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals, with respect and courtesy.

As a university owned by the citizens of Pennsylvania, we value our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University seeks to provide diligent advising for students and to focus on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

West Chester University's community strongly supports the principles of academic integrity and academic responsibility, viewing both as the province of every member of the campus community. We hold the highest esteem for teaching directed toward student learning and affirm that mastery of content as well as mastery of teaching skills necessary to communicate such content is paramount.

This values statement is intended to be a living document which will serve West Chester University as it changes and evolves in the coming years.

Communications Directory

MAILING ADDRESS:

West Chester University West Chester, PA 19383

TELEPHONES:

Admissions

Dial 610-436 plus number in parentheses. For offices not shown here, call the University Information Center: 610-436-1000.

Adult Studies

Office of Graduate Studies and Extended Education, McKelvie Hall (2943)

Affirmative Action

Office of Graduate Studies and Extended Education, McKelvie Hall (1009)

Office of Social Equity, 13/15 University Ave. (2433)

Billing/Payments

Office of the Bursar, 25 University Ave. (2552)

Bookstore

Student Services Inc., Sykes Student Union (2242)

Careers/Placement

Twardowski Career Development Center, Lawrence Center (2501)

Counseling

Counseling Center, Lawrence Center (2301)

Financial Aid/ Work Study

Office of Financial Aid, 25 University Ave. (2627)

Graduate Studies/Catalogs

Office of Graduate Studies and Extended Education, McKelvie Hall (2943)

Housing

Residence Life and Housing Services, Lawrence Center (3307)

Police

Department of Public Safety, Peoples Building (3311)

Public Relations and Marketing

Office of Public Relations and Marketing, 13/15 University Ave. (3383)

Scheduling/Registration

Office of Graduate Studies and Extended Education, McKelvie Hall (2943)

Services for Students with Disabilities

Office of Services for Students with Disabilities, Lawrence Center (2564)

Student Services, Inc.

Sykes Student Union (2955)

Summer Sessions

Office of Graduate Studies and Extended Education, McKelvie Hall (2943)

Teacher Certification

Teacher Education Information and Advisement Center, Recitation Hall (2426)

University Events/Student Activities

Student Programming Dept./Student Activities (2983)

Nondiscrimination/Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, disability, or veteran status. This policy applies to all members of the University community including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

West Chester University will take all necessary steps to

1. Recruit, hire, utilize, train, and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or protected-class status.
2. Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status, or other protected-class status.
3. Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations, and services provided so as to further the principles of equal opportunity and affirmative action.
4. Create and maintain a climate free from discrimination and harassment of any individual.
5. Create and maintain a climate free from sexual harassment of any individual.
6. Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
7. Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
8. Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI

and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990, and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to Barbara Schneller, director of social equity, who is the Title IX coordinator for the University. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students, or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when

1. submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment-related decision affecting such an individual; or
3. the unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extracurricular activities, or equal access to the University's resources and opportunities; or
4. such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

This policy is not intended to interfere with the protections afforded by law to freedom of speech. Additional information, including examples of what constitutes sexual harassment, is available from the Office of Social Equity. Individuals who believe themselves to have been sexually harassed, or who have questions about the University's policy on this matter, should contact Barbara Schneller, director of social equity, 13/15 University Avenue, Room 100, 610-436-2433.

ADA Policy and Accommodations

The University's complete ADA Policy Statement and commitment to accommodations compliances are on page 25 of this catalog.

Accreditations/Nationally Recognized Programs

West Chester University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market St., Philadelphia, PA 19104-2680, 215-662-5606. **Accreditations:** Accreditation Board for Engineering and Technology (ABET), Accrediting Council for Continuing Medical Education (ACCME), American Chemical Society (ACS), American Orff Schulwerk Association (AOSA), American Speech-Language-Hearing Association (ASHA), Association to Advance Collegiate Schools of Business (AACSB), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Dietetics Education (CADE), Commission on Collegiate Nursing Education (CCNE), Committee on Accreditation for Respiratory Care (CoARC), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council on Education for Public Health (CEPH), Council of Social Work Education (CSWE), International Reading Association (IRA), National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), National Environmental Health Science and Protection Accreditation Council (EHAC), Organization of American Kodaly Educators (OAKE). West Chester University's professional education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Pennsylvania Department of Education (PDE) to recommend candidates for certification. **Recognized Programs:** Association for Childhood Education International (ACEI), American Council on Teaching Foreign Languages (ACTFL), Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), National Association for Sport and Physical Education (NASPE), National Council for Social Studies (NCSS), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA).

Contents

Communications Directory.....	ii	History	64
Graduate Programs of Study	2	Holocaust and Genocide Studies	66
Graduate Studies at West Chester	3	Kinesiology	67
Admission	4	Languages and Cultures	70
Good Standing, Academic Probation, Degree Candidacy, and Degree Requirements	7	Linguistics	74
Fees and Expenses	8	Literacy	74
Financial Aid	12	Mathematics	76
Academic Information and Regulations	15	Music	79
University Services and Student Living	26	Applied Music.....	79
Structure of the University	31	Music Education	82
Programs of Study and Course Offerings.....	31	Music Theory, History, and Composition	85
Anthropology and Sociology	32	Nursing	86
Art	32	Nutrition	88
Biology	33	Pharmaceutical Product Development	89
Business Administration.....	35	Philosophy	89
Accounting	37	Political Science	91
Economics and Finance	37	Professional and Secondary Education	91
Management	38	Psychology.....	94
Marketing	38	Public Administration	96
Chemistry	39	Social Work – Graduate	99
Communication Sciences and Disorders.....	40	Special Education	101
Communication Studies.....	41	Teaching English as a Second Language.....	104
Computer Science	43	Theatre and Dance	105
Counselor Education	45	Women's and Gender Studies	105
Criminal Justice	47	Commonwealth of Pennsylvania	106
Early and Middle Grades Education.....	49	Administration	107
English	53	Faculty	108
Geography and Planning	58	Academic Calendar	123
Geology and Astronomy	59	Weather Alert Notification.....	123
Health	61	Index	124

Graduate Programs of Study

Biology

M.S. Biology (thesis)
M.S. Biology (nonthesis)
Certification in Biology

Business

M.B.A.
Certificate in Business

Communication Sciences and Disorders

M.A. Communicative Disorders

Communication Studies

M.A. Communication Studies

Computer Science

M.S. Computer Science
Certificate in Computer Science
Certificate in Computer Security
Certificate in Information Systems
Certificate in Web Technology

Counselor Education

M.Ed. Counseling: Elementary School Counseling
M.Ed. Counseling: Secondary School Counseling
M.S. Counseling: Higher Education/Student Affairs
Professional Counseling Licensure Preparation Letter of Completion
Specialist I Certificate in Counseling (Elementary or Secondary)

Criminal Justice

M.S. Criminal Justice

Early and Middle Grades Education

M.Ed. Early Childhood Education
M.Ed. Applied Studies in Teaching and Learning
Certification in Early Childhood Education
Certificate of Advanced Graduate Study

English

M.A. English (thesis and nonthesis; concentrations: Literature; Writing, Teaching, and Criticism; and Creative Writing)

Geography and Planning

M.A. Geography
Certificate in Geographic Information Systems
Certificate in Urban and Regional Planning

Geology and Astronomy

M.A. Geoscience
Certifications in Earth and Space Science and/or General Science

Health

M.Ed. Health: School Health
M.P.H. Public Health
Certification in Health
Certificate in Emergency Preparedness
Certificate in Health Care Management
Certificate in Integrative Health

History

M.A. History
M.Ed. History

Holocaust and Genocide Studies

M.A. Holocaust and Genocide Studies
Certificate in Holocaust and Genocide Studies

Kinesiology

M.S. Exercise and Sport Physiology (Concentration in Athletic Training)
M.S. General Physical Education
Certificate in Adapted Physical Education
Certificate in Sport Management and Athletics

Languages and Cultures

M.A. French
M.A. Spanish
M.Ed. French
M.Ed. Spanish

Literacy

M.Ed. Reading
Certification as a Reading Specialist
Certificate in Literacy

Mathematics

M.A. Mathematics (Options: Mathematics, Mathematics Education)
M.S. Applied Statistics
Certification in Mathematics
Certificate in Applied Statistics

Music

M.M. (Concentrations: History and Literature, Theory and Composition)
M.M. Music Education
M.M. Music Performance
M.M. Piano Pedagogy
Certification in Music Education
Certificate in Kodaly Methodology
Certificate in Music Technology

Certificate in Orff-Schulwerk
Certificate in Piano Pedagogy

Nursing

M.S.N.

Nutrition

M.P.H. Public Health (Concentration: Nutrition)

Philosophy

M.A. Philosophy (Concentration: Applied Ethics)
Certificate in Business Ethics
Certificate in Healthcare Ethics

Professional and Secondary Education

M.Ed. Secondary Education
Certification in Secondary Education
Certificate in Educational Technology
Certificate in Entrepreneurial Education (3E)

Psychology

M.A. Psychology: Clinical
M.A. Psychology: General
M.A. Psychology: Industrial/Organizational
Clinical Mental Health Letter of Completion

Public Administration

M.P.A. (Concentrations: Human Resource Management, Nonprofit Administration, Public Administration)
Certificate in Public Administration
Certificate in Human Resource Management
Certificate in Nonprofit Administration

Social Work

M.S.W.

Special Education

M.Ed. Special Education (Options: traditional; online; Philadelphia Multi-University Center)
Certification in Special Education
Certificate in Autism
Certificate in Universal Design for Learning and Assistive Technology (online program)

Teaching English as a Second Language

M.A. Teaching English as a Second Language
Certificate in TESL

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree: Anthropology and Sociology, Art, Chemistry, Linguistics, Theatre and Dance, and Women's and Gender Studies.

Graduate Studies at West Chester

The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree, professional growth, and certificate programs responsive to students' needs for professional development and educational enrichment. The offerings reflect a wide range of master's programs as well as a selected number of specialist and professional growth opportunities. The quality of programs is enhanced by the graduate students' access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education. The goals of graduate study at this University are as follows:

1. Foster an attitude of intellectual and creative inquiry and to develop research and analytical skills that are applicable to professional settings.
2. Increase the professional skills and academic competence of students to enable them to make important contributions to their professions.
3. Prepare students for further graduate study.
4. Meet the needs of college graduates who are preparing for changing career roles in the future.

GRADUATE EDUCATION at West Chester has grown remarkably since its introduction in 1959. Approximately 2,200 students now attend during the fall and spring semesters; some 1,900 enroll for summer sessions. West Chester University's graduate program is one of the largest within the 14 Commonwealth-owned institutions of higher learning.

The University began as the West Chester Academy in 1812 and functioned as a normal school from 1871-1927. Since it became a four-year college in 1927, West Chester has grown steadily and is now one of the major comprehensive institutions of higher learning in the Philadelphia area.

The Campus

The University is located in West Chester, a community in southeastern Pennsylvania strategically located at the center of the mid-Atlantic corridor. The seat of Chester County government for almost two centuries, West Chester retains much of its historical charm in its buildings and countryside but offers the 20th-century advantages of a town in the heart of an expanding economic area. The University occupies 406 acres with much of the main campus situated within the Borough of West Chester while the south campus and other areas are located on tracts in adjacent townships. Five miles from the main campus is the Graduate

Center located on McDermott Drive in West Chester. West Chester was settled in the early 18th century principally by members of the Society of Friends. With a population of about 20,000, the borough is small enough to have the pleasant aspects of a tree-shaded American town, large enough to provide essential services and the substance of a vigorous community, and old enough to give the student first-hand contact with America's early history. The heart of West Chester is its courthouse, a Classical Revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

Facilities for graduate education are excellent. The Commonwealth's extensive building program led to the Schmucker Science Center, a block-long complex of buildings including a planetarium, an astronomical observatory, and modern laboratories; the E.O. Bull Center for the Arts; and the Francis Harvey Green Library, one of Pennsylvania's principal university libraries. The Merion Science Center was added in 1995, the Swope Music Building and the Performing Arts Center in 2007, and the new Student Recreation Center in fall 2012. An undergraduate business center is in the planning stage.

The University offers the master of arts, master of business administration, master of education, master of music, master of science, master of public administration, and master of social work in more than 70 programs of study.

Master's degree programs such as the M.B.A., the M.A. in communicative disorders, the M.P.A., the M.S. in computer science, and the M.S.W. are offered, as well as teaching certifications and graduate certificates in several areas, including computer science, counseling, human resource management, literacy (reading), public administration, and special education.

West Chester schedules most of its graduate classes during late afternoons and evenings.

Office of Graduate Studies and Extended Education

McKelvie Hall
102 W. Rosedale Avenue
West Chester University
West Chester, PA 19383-2600
610-436-2943
Fax: 610-436-2763
E-mail: gradstudy@wcupa.edu
Website: <http://www.wcupa.edu>
Facebook: www.facebook.com/wcugrad

How to Reach West Chester

The Borough of West Chester is easily accessible from all directions both by car and public transportation. Route 3, the West Chester Pike, leads directly into town from center-city Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from either the Valley Forge Interchange (exit #326) or the new E-Z Pass-only exit (#320), while those traveling east can arrive via Route 100 south from the Downingtown Interchange (exit #312). From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.

Admission

Student Responsibility

It is the responsibility of the applicant to recognize and observe all program admissions policies and procedures.

The Application Procedure

Students who have earned or will successfully complete a bachelor's degree prior to enrollment from an accredited college or university in the United States or the equivalent from another country are eligible to apply for admission to a graduate program.

Electronic applications are available on the Graduate Studies Web page. Students must submit the completed application and supporting documentation, including the following:

1. One official copy of academic records (transcripts) from every college and university attended (except West Chester University). Note: Applicants to a professional growth program need only submit transcripts from the institution where their highest degree was awarded.
2. Two professional recommendations (Please note: some programs may require additional recommendation letters or customized forms formatted by the department.)
3. A written statement of professional goals. Language candidates (French and Spanish) must write the statement in the program language. (Please note that some programs have specific requirements regarding the personal statement. Specific program requirements will be listed as part of the application instructions.)
4. Several programs require a recognized test of scholastic aptitude, e.g., Graduate Record Examination (General and/or Advanced), the Miller Analogies Test (MAT), and/or the Graduate Management Admissions Test (GMAT). Upon the student's request, test scores are sent by the originating source (e.g., Educational Testing Service) directly to West Chester University.
5. Additional requirements may include the following:
 - An audition (music applicants only)

• Resume
 • Any supplemental information (e.g., forms, writing samples required by department)

6. Applicants should consult with the graduate coordinator of the primary interest area to assure compliance with admission requirements for a particular degree program.

The applicant is responsible for assuring that the Office of Graduate Studies receives all necessary materials by the recommended application deadlines. All application materials become the property of West Chester University and may not be returned or forwarded to another institution.

Application Deadline

Most of the graduate programs allow for rolling admissions. However, some programs do have specific deadlines. Please refer to the department Website for more information.

Some programs have established different recommended application deadlines. Please see application information under individual programs listed in this catalog. The application and all supporting credentials should be submitted by the deadline dates shown above. **Late applications will be accepted; however, admission will be on a space-available basis for applicants who meet all other admission requirements.** Applicants who have missed the deadline should consult with the graduate coordinator for that program to receive advice regarding the possibility of enrolling as a nondegree student for a maximum of nine credits while awaiting action on their application.

Students interested in receiving a graduate assistantship should indicate their interest in the area designated on the electronic admissions application.

Notification of Admission

All applications are reviewed by both the appropriate department or program and the dean of graduate studies. The dean will notify applicants of the acceptance or rejection of their applications. If accepted, students must follow all program advising and scheduling policies and procedures. Accepted students should meet imme-

diately with their advisers to outline a program of study.

Matriculation Deposit

All newly accepted students are required to pay a \$100 matriculation deposit as proof of intention to enroll. This is a nonrefundable tuition deposit that will be credited to the student's account upon enrollment. The Office of Graduate Studies and Extended Education reserves the right to cancel a student's admission if he/she fails to submit a deposit prior to enrollment.

Admission Requirements for Degree Students

1. Applicants must have a baccalaureate degree from a college or university accredited in the United States or the equivalent from a foreign college or university prior to enrollment. A minimum 2.80 undergraduate GPA (on a 4.0 scale) is required for most programs. Please note that some programs may have higher GPA minimum requirements. Refer to program websites or program coordinators for more information. Provisional acceptance may be possible but not guaranteed under some circumstances for applicants who do not meet minimum requirements.
2. Applicants must submit scores from the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) if these are required for admission to the program in which the student wishes to enroll. Students applying to a program with any of the above requirements who have an earned, recognized, post-baccalaureate degree from an accredited college or university will have this requirement waived. A student with an earned graduate level certificate from West Chester University (see page 5 concerning certificates), applying to a graduate program, may have the standardized test waived at the recommendation of the graduate coordinator.
3. The department offering the desired degree program must recommend acceptance. Before such recommendation is given, an interview with a faculty member may be required. The applicant

also must meet any other additional requirements established for the degree program, including grade point averages that exceed the minimum graduate admission requirements.

4. The dean of graduate studies and extended education must give official acceptance. Only written notice from the dean constitutes approval of admission, not correspondence with a department or an individual faculty member.
5. Space must be available in the program.
6. Requirements to resolve academic deficiencies are to be met prior to registering for graduate courses. Individual departments may have more rigorous requirements.

At the graduate level, West Chester University performs an individualized and holistic review of all applications for admission to the University. Graduate admission decisions are rendered using multiple criteria that includes an evaluation of all college transcripts, letters of reference submitted independently by an evaluator, an applicant's goal statement, and if required by the program, standardized test scores, portfolio review of work/life experience, and other similar program-specific requirements. Graduate applications are reviewed by the graduate coordinator for recommendation, and admissions decisions are made by the graduate dean. Individuals who have questions about their admissibility are encouraged to contact the Office of Graduate Studies or the appropriate graduate coordinator.

An applicant who has academic deficiencies may be granted provisional admission. The departmental graduate coordinator will specify course work which must be taken to remove such deficiencies and which might not be credited to degree requirements including, if necessary, undergraduate prerequisites. Admission to degree study does not constitute admission to degree candidacy. After a student has satisfactorily fulfilled certain course requirements specified in the degree program and has completed 12 to 15 semester hours of work, the student must apply for admission to degree candidacy.

Policies and Procedures for Graduate Certificate Programs

Definitions

A graduate certificate program is a focused collection of courses that, when

completed, affords the student a record of academic accomplishment in a given discipline or set of related disciplines.

Graduate certificate programs are a minimum of 18 credits.

Admission criteria for graduate certificate programs are the same as for graduate degree programs. While the courses in a graduate certificate program may be used as evidence in support of a student's application to a graduate degree program, the certificate itself is not considered a prerequisite, nor is it a guarantee of admission. Graduate certificate students are not eligible for graduate assistantships.

While taking the last course(s) of the certificate program, the student should apply for the certificate by using the appropriate form (available on the Graduate Studies website).

Guidelines

1. Students are awarded a graduate certificate upon completion of a well-defined program of course work within an approved graduate program.
2. The didactic material encompassed within a graduate certificate program may represent a subset or extension of an existing graduate discipline.
3. For a graduate certificate program, the number of graduate credits is expected to be a minimum of 18. The number of credits must be appropriate to the learning objectives and focus of the program.
4. Graduate certificate programs may be at the post-baccalaureate or post-master's level. Post-master's graduate certificate programs must be designated as such.
5. Graduate certificate programs do not include a thesis.
6. All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review.
7. Certificate programs also may be proposed for post-baccalaureate students that consist of undergraduate credit courses, professional credit courses, or noncredit courses; in such cases, the programs will not be considered to have met the standards for graduate certificate programs.
8. With the exception of courses offered in collaboration with another institution or expressly addressed in the certificate program requirements, a majority of credits for the certificate

program must be completed at West Chester University. Graduate credits from another accredited institution may be accepted for transfer and are subject to the transfer of credit policy in place with approval of the department and the dean of graduate studies and extended education.

9. Students pursuing a graduate certificate will be required to meet the same admissions and academic requirements as those defined for degree-seeking students (e.g., maintenance of a 3.0 GPA).
10. The title of any graduate certificate program must contain the words "Graduate Certificate Program." Only Pennsylvania Department of Education certification programs may include the word "certification."
11. While the courses in a graduate certificate program may be used as evidence in support of a student's application for admission to a graduate degree program, the certificate itself is not considered a prerequisite, nor is it a guarantee of admission.

Student Eligibility and Admission Criteria

1. Admission criteria beyond the bachelor's degree from an accredited institution will be determined by the department and explicitly stated.
2. Each program may set admissions criteria above those required for general graduate admissions to a certificate program (e.g., higher GPA or TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards a related master's degree program).
3. Graduate certificate students are not eligible for graduate assistantships.

Graduate Record Examination and Graduate Management Admission Test

Scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) are required for many degree programs. The prospective degree student should consult the appropriate program outline and schedule a test prior to matriculation.

Both tests are administered by the Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541-6004. For current information regarding application materials and test dates, contact the Counseling Center, 610-436-2301. Application

forms must be filed with the Educational Testing Service at least 15 days prior to the date of any examination. The examinations may be taken at any of the testing centers designated by the Educational Testing Service.

Miller Analogies Test

Some degree programs require students to take the Miller Analogies Test. Students requiring the test can call 1-800-622-3231.

Undergraduates

An undergraduate who has completed 90 credits of undergraduate course work, is in the final year of work for the bachelor's degree, and has an overall grade point average of at least 3.0 may, with the permission of the dean of graduate studies and extended education, enroll in up to six credits of graduate-level courses. Credits earned may be applied to a master's degree program subject to the approval of the major department.

Auditors

Graduate students may declare "audit" status in a course through the end of the ninth week of class **but** may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time graduate students have the privilege of auditing without additional charge, provided they obtain approval from the course instructor and the course does not create an overload situation. If an overload results, students are assessed the per credit rate for each credit in excess of 15. Part-time students may audit, provided they obtain the instructor's approval, enroll in the course through the Office of the Registrar, and pay the regular course fees.

Credit is never given to auditors. The auditor status may not be changed after it has been declared. The grade of Audit (AU) is recorded on the student's transcript. An audited course will not fulfill any requirement toward graduation.

Transfer of Credit

Applicants to a degree program at West Chester who have earned credits through previous graduate study at another college or university may transfer credit under certain circumstances. Application forms for transfer of credit may be obtained online (www.wcupa.edu). The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.

2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester and by the graduate dean.
3. The maximum number of credits that may be transferred shall not exceed 20 percent of the total required for completion of the student's degree program, rounded to the next highest three-credit increment.
4. The grade earned for courses to be transferred must be B or better. (An "A" equals 4.0.)
5. An official transcript and a course catalog description or syllabus must be submitted. Transcripts must be sent directly to the Office of Graduate Studies by the institution that granted the credits, and they must clearly indicate that the courses to be transferred are graduate courses for which graduate credit was given.
6. The courses for transfer must have been taken recently enough to fall within the six-year time limitation.

The Senior Citizen Policy

The Senior Citizen Program allows retired Pennsylvania residents to attend West Chester University tuition free on a **space-available basis**. To qualify, the student must be retired, at least 60 years old, and have been a Pennsylvania resident for at least a year. Students may enroll as either degree or nondegree students and may audit or take courses for credit. The program does not include internships, independent study, individualized instruction, student teaching, thesis, seminar, or any similar course requiring extra faculty compensation for the additional enrollment. All scheduling information is available in the Office of Graduate Studies.

Senior citizen students may not register prior to the beginning of classes. They must attend the first meeting of the class(es) for which they wish to register and obtain the instructor's signature on their schedule, indicating there is space available in the class. They then return their signed schedule, along with a signed Senior Citizen fee waiver form and signed audit form if they wish to audit, to the Office of Graduate Studies. The office then schedules the student and submits the fee waiver form to the Office of Financial Aid.

Admission of International Students

Applications and supporting documents

must be submitted to the Office of Graduate Studies no later than March 15 for admission the following fall semester, and September 1 for admission the following spring semester.

Applicants whose native language is not English must submit evidence of satisfactory performance on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS—academic version). Satisfactory TOEFL scores are 550 for the written exam, 213 for the computer-based exam, and 70 for the Internet-based exam. Satisfactory IELTS scores are at the sixth band. Information about the TOEFL exam is available at www.ets.org and the IELTS exam at www.ielts.org.

The following official education documents must be filed with the Office of Graduate Studies:

1. A completed application.
2. One official transcript evaluation by either the World Educational Services (www.wes.org) or Education Credential Evaluators, Inc. (www.ece.org).
3. Documents in a language other than English must be accompanied by English translations certified by a University official. Original documents must accompany the certified translations.
4. Those under the British system of education must submit results of external examinations issued by the university administering the examinations. The college record alone is not sufficient. All educational documents must be signed and sealed by a university or college official. Handwritten documents are not acceptable.
5. TOEFL or IELTS scores must be sent from the testing agency directly to the Office of Graduate Studies. After the application is complete, the academic department and the graduate dean will review it. The applicant will be notified of the admission decision via e-mail.
6. A proof of financial support form must be completed and returned to the Office of Graduate Studies. Current costs are approximately \$22,900 for the academic year. (Summer and holidays are not figured into these costs.)
7. A medical history form and an immunization record must be completed by a physician and returned to the Student Health Center, www.wcupa.edu/_services/stu.int/.

8. If a student is admitted to a degree program, the University will supply a U.S. Immigration (I-20) Form.

After the application and supporting documents have been reviewed, the Office of Graduate Studies will notify the applicant of its action. International students are urged to remain in their own countries until they receive notice of acceptance. The University cannot assume responsibility for the housing or welfare of international students.

Student Visa

Applicants who require a student visa must indicate this on the application form. Those already in the United States can supply a copy of their current visa. Note: I-20's cannot be issued for professional growth programs. These programs do not lead to a certificate or degree.

Proof of Financial Support

International students must demonstrate proof of financial support in the amount

of \$16,250 for their first academic year in the United States at West Chester University. That support can be demonstrated through a variety of sources, as long as the total from all sources of support equals at least \$16,250. The sources of funds can include scholarships, grants, loans, sponsorship by a U.S. citizen or permanent resident, personal or family funds, and acceptance deposits. All sources of funds must be verified. Acceptance deposits may be required to verify personal or family funds. For students who have previously studied in the United States, verification that all financial obligations were met at prior academic institutions may be all that is required to demonstrate proof of financial support.

Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health and accident insurance. Insurance must be effective for all periods of time

the student has been authorized to be in the United States by an immigration document issued by the University.

Health and accident insurance policies must be purchased through a company that sells insurance in the United States. West Chester University has set minimum coverage standards which must be met by all insurance policies. Information about the minimum standards is available at the Center for International Programs Office, 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the center by August 31 of each academic year (January 31 for students entering spring semester). There students may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

Readmission

See policy on Continuous Enrollment, page 15.

Good Standing, Academic Probation, Degree Candidacy, and Degree Requirements

Good Standing

Students must maintain a 3.00 cumulative average to remain in good standing.

Academic Probation/Dismissal

Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation he/she is subject to dismissal. Graduate students earning a cumulative GPA of 2.00 or lower will be dropped from their graduate program without a probationary period.

A graduate student earning an F grade in any course will be dismissed from the University. Exceptions may be made for a course outside the student's discipline upon the recommendation of the graduate coordinator and the approval of the graduate dean. An F earned at West Chester University may not be made up

at another institution of higher learning for the same course.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

Individual programs may have higher GPA minimums or additional requirements. To be eligible to receive the master's degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

Requirements for Admission to Degree Candidacy

Application for degree candidacy must be made immediately on completion of the first 12 to 15 semester hours of course work in a degree program.

During the precandidacy period the student must do the following:

1. Complete those courses which the department or program specifies as prerequisite to degree candidacy.
2. Perform satisfactorily on examinations which the department or program may require for admission to degree candidacy.
3. Maintain a cumulative average of at least 3.00.
4. Meet specific GPA requirements as stipulated by the individual degree program.

Procedure for Application to Degree Candidacy

1. Every student must file an application for admission to degree candidacy

with the dean of graduate studies and extended education. Forms are available in the Office of Graduate Studies and Extended Education.

- When the application has been evaluated by the department concerned and by the dean of graduate studies and extended education, the graduate dean will send a letter of acceptance or rejection to the student.
- Upon notice of acceptance, degree candidates must confer with their advisers to continue with their previously established program of study.

Students must be admitted to degree candidacy prior to registering for comprehensive exams and before registering for thesis credits.

Reapplication for Degree Candidacy

Applicants who fail to qualify as degree candidates may reapply. They must maintain a cumulative grade point average of 3.00.

Summary of Requirements for the Master's Degree

- Admission to degree candidacy.
- Completion of all requisite courses and credits with a cumulative average of 3.00, compliance with specific GPA requirements as stipulated by the individual degree program, and achievement of satisfactory scores on the Graduate Management Admission Test, Graduate Record Examination, or the Miller Analogies Test, if required. (See program requirements.)
- Satisfactory performance on a final written and/or oral comprehensive examination conducted by the student's advisory committee in the field of specialization. (It is the candidate's responsibility to determine if this is required by his/her program and to apply for this examination by the prescribed deadlines.)
- Submission and approval of the thesis or research report in those programs requiring it.

- Fulfillment of any special examinations, requirements, or competencies that are unique to a department or program.
- Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University property.
- Compliance with all academic requests from the dean of graduate studies and extended education, including submission of a form letter of intent to graduate by the specified due date.

Additional Requirements for the Master of Education Degree

In addition to fulfilling these requirements, candidates for certain master of education degrees must give evidence of successful teaching experience approved by the department chairperson. Other experiences in lieu of this requirement must be approved by the relevant department and the dean of graduate studies and extended education.

Fees and Expenses

Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar, 610-436-2552.

Fees and expenses are subject to change without notice. Fees shown here are in effect for the academic year 2012–2013 and apply to fall and spring semesters only. Changes for 2013–2014, if approved, would occur after the printing of this catalog.

Tuition Rates

Tuition and fees can be paid by check, electronic check (e-check), money order, or cash. The University does not accept credit cards for tuition and fee payment, except through the Web-based **QuikPAY** system. If the student chooses to pay via credit card, **a fee will be assessed for this service**. Refer to the Office of the Bursar's Web page for payment instructions.

Graduate Tuition for Legal Residents of Pennsylvania

Full-time/part-time students
\$429.00 per credit hour

Students in these programs of study – M.A. in communicative disorders; M.Ed. in counseling /student affairs; M.S.W. (social work) – pay the following tuition:

Full-time/part-time students
\$471.90 per credit

See the Office of the Registrar for residency requirements.

Graduate Tuition for Out-of-State Students

Full-time/part-time students
\$644.00 per credit

Students in these programs of study – M.A. in communicative disorders; M.Ed. in counseling /student affairs; M.S.W. (social work) – pay the following tuition:

Full-time/part-time students
\$708.40 per credit

General Fee

The general fee of \$865.40 per full-time student (nine credits or more) or \$97.38 per credit hour for the part-time student (eight credits or less) is a mandatory charge that covers the use of the following services:

- Sykes Student Union Fee (\$70):** Previously called the community center fee, this charge is for the operation and use of Sykes Student Union. The part-time rate is \$7.78 per credit.
- Student Health Center Fee (\$120):**

This charge is for the use of the University Health Center. Part-time graduate students (registering for less than nine graduate credits) may elect to have the Student Health Center Fee (\$13.33 per credit) waived. Acceptance or rejection of this option must be made at the time of initial registration for each semester or summer session. This choice cannot be changed until the time of the next registration. Students who elect to have this fee waived will not have services of the Student Health Center available to them for the semester or summer session involved. Payment of the Student Health Center Fee is a prerequisite for part-time graduate students who wish to purchase University-approved health insurance.

- Sykes Student Union Expansion Fee (\$60):** This fee supports the recent renovation of Sykes Student Union, which features new and improved student services. The part-time rate is \$7 per credit.
- Graduate Student Association Fee (\$10):** This fee funds the activities of the Graduate Student Association. The part-time rate is \$2 per credit with a

maximum charge of \$10.

- Educational Services Fee (\$428.08):** Students pay this fee in lieu of specific department charges. The part-time rate is \$47.12 per credit.
- Parking Improvement Fee (\$48.32):** This fee is dedicated to improve the quality and availability of campus parking for students. The fee will provide for new student parking spaces, improved shuttle service, and safety improvements. The part-time rate is \$5.37 per credit.
- Student Recreation Center Fee (\$133):** This fee supports the operation of the new on-campus Student Recreation Center, including debt-service payments. This building includes an extensive fitness area on two levels, elevated walking/jogging track, two-court gym, multiactivity court, spinning room, aerobic studios, racquetball/squash courts, a three-story climbing wall, social lounges, and a "hydration station" for refreshments. The part-time rate is \$14.78 per credit.

Distance Education Access Fee
Students enrolled in any distance education course will be charged an access fee of up to 20% of the tuition for that course in lieu of general fees for that course.

International Student Service Fee
This \$75 per semester fee applies to all inbound international students to support compliance with requirements of the Student and Exchange Visitor Information System (SEVIS).

Technology Tuition Fee
This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal residents of Pennsylvania:
Full-time/part-time students
\$21.00 per credit hour

Out-of-state students:
Full-time/part-time students
\$31.00 per credit hour

Summer will be considered as one semester. Students enrolled in multiple summer sessions will be charged no more than the equivalent of the full-time semester rate.

Housing Fee
North Campus Residence Halls – This fee entitles the student to occupancy of a standard double room in any **University-owned** residence hall with one roommate. Per student \$2,424.00 per semester

South Campus Apartment Complex – This fee entitles the student to occupancy of a four- or five-person apartment that is **University-owned** with the following bedroom occupancy:

Single occupancy bedroom (per student)	\$3,064.00 per semester
Double occupancy bedroom (per student)	\$2,816.00 per semester

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of \$50 per week for every week that they occupy the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

Students may also obtain affiliated housing through University Student Housing, LLC, which operates several housing complexes on campus. WCU hires, trains, and supervises the residence life staff for each location and handles all student issues.

University Student Housing, LLC is responsible for occupancy management (leases), as well as facility-related issues. Information about applying for these facilities is available by sending an e-mail to info@wcuhousing.com, or logging on to www.wcuhousing.com/.

Meal Fee
All students residing in a North Campus residence hall (including affiliated housing, Allegheny, Brandywine, and University halls) must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex and The Village at WCU, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the transient rate.

Meal plans consist of 26 meal zones per week: 19 traditional breakfast/brunch, lunch, and dinner zones, plus seven late-night zones. The following plans are available to resident students:

- Variable 14 meals per week, plus \$250 flex: \$1,247 per semester
- Variable 12 meals per week, plus \$250 flex: \$1,219 per semester
- Variable 9 meals per week, plus \$250 flex: \$1,147 per semester
- Unlimited meals per week, plus \$250 flex: \$1,537 per semester

For the above meal plans, the meal week runs from Saturday brunch through Friday late night. With these plans the diner can choose any combination of meals, but will forfeit any unused meals at the end of the meal week.

South Campus residents (apartments and The Village), off-campus students, and commuters may select any of the above plans in addition to the following:

- Variable 7 meals per week, plus \$250 flex: \$1,084 per semester
- Flex-only Plan (must begin with \$150 minimum account and can add in \$25 increments). Flex dollars not used by the end of the fall semester will be transferred to the spring semester. However, any unused flex dollars at the end of the spring semester will be forfeited. Students who leave the University at the end of fall semester will forfeit any remaining flex dollars.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram's Head Food Court. National brands, such as Chick-fil-A, Subway, Einstein's Bagels, and Freshens will take cash and flex only. Students in North Campus residence halls will have their meal plan cost included in their University bill. Off-campus, commuter, and South Campus Apartment/Village students can sign up for a meal plan by applying at the Office of the Bursar at 25 University Ave. Any meal plan changes must be submitted within the first two weeks in the beginning of each semester. After that deadline, the assistant vice president for student affairs must approve any change requests. The diner is permitted to use four meals in one day and may combine up to two meals per meal zone to convert to the meal/cash allowance. Diners may use five of their meals per semester for a guest.

Payment of Fees
Students should receive fall semester bills by mid to late July and spring semester bills by the first week of December. All initial semester bills will be mailed to the student's home address and sent electronically to the student's official WCU e-mail address.

Mid-semester statements, including those for the Partial Payment Plan, will only be sent electronically to the student's WCU e-mail address. Students will be required to check their WCU e-mail often for important dates and deadlines. **For students who rely on parents/guardians to pay**

his/her occupancy agreement, or cancels his/her acceptance.

Late Payment Fee. Students who fail to pay or submit their semester bills by their due date will be assessed a \$50 late payment fee. Nonreceipt of a bill does not relieve students of the responsibility of paying or submitting their bill by the due date. For those paying by mail, please allow sufficient time for payment to reach the University by the due date. Financial aid students who fail to confirm their attendance by the due date, even if no payment is due, will also be liable for this fee.

Late Registration Fee. All students who schedule during the late registration period are charged a \$35 nonrefundable late registration fee.

Portfolio Assessment Fee. Equal to 50% of the per credit hour rate, this fee is charged to have a faculty member assess a student's prior knowledge in a particular course.

Course Audit Fee. Students who audit courses pay the same fees as students taking the courses for a letter grade.

Damage Fee. Students are charged for damage or loss of University property. This fee varies, depending on the extent of the damage.

Identification Card Fees (RAMeCARD). The RAMeCARD will serve as a ticket to the offerings at Lawrence Food Court, Campus Corner, Convenience Stores, and Sykes Ram's Head Food Court. The University charges a \$12 fee to issue an identification card to each full- or part-time student. If this card is lost or stolen, the student will be charged \$15 for a replacement card. Damaged ID cards can be exchanged for a \$10 fee. This fee is payable at the Student Services (SSI) service center office, located on the ground floor of Sykes Union.

Parking Fees. The University charges a nonrefundable parking fee to students who are eligible to purchase a permit to use University parking lots. The current parking fee is \$30 per year. Parking permits are available at the Department of Public Safety or on the Web at www.wcupa.edu/dps/ParkingServices.asp. Parking fines are assessed at \$20 up to \$40 depending on the violation.

Music Instrument Rental Fees. Each student renting a musical instrument for a semester is charged \$20 per instrument. Each student using a pipe organ for practice for one period each weekday is charged \$36 per semester.

Recording Fee. A \$75 per hour recording fee will be charged for noninstructional recording, mixing, and editing services provided by the College of Visual and Performing Arts, such as promotional CDs, fund-raising projects, or recordings by nonacademic groups, e.g., barbershop quartets. No charge will be made for faculty/student recitals, ensemble performances, final theory/composition projects, or demonstration tapes for graduate school applications.

Lost Key Replacement. Students who lose the key to their University-owned residence hall room or South Campus Apartment bedroom are charged a nonrefundable fee of \$30 to replace the lock.

Transcript Fee. The fee for transcripts is \$7 per copy. Transcript request forms are available in the Office of the Registrar.

Commencement Fee. The University charges \$82 to all students enrolled in a degree program who will have fulfilled their degree requirements by the end of the semester. This fee is paid after the student completes a Graduation Application Form in the Office of Graduate Studies and Extended Education and is approved for graduation.

Fee for Crossover Registration. Students who are admitted to graduate study and need to take undergraduate course work to correct academic deficiencies are advised to enroll in undergraduate courses exclusively, and they will be billed undergraduate fees. Graduate students who are enrolled in graduate and undergraduate courses during the same semester will pay graduate fees for all course work. Further, all such courses or combinations are to appear on a single graduate transcript that includes a code or legend which differentiates between undergraduate and graduate courses. Undergraduate courses appearing on a graduate transcript may or may not be acceptable for a degree program, according to determinations made by the degree-granting department. Undergraduate students with at least a 3.00 GPA and 96 credits of course work may take up to six credits of graduate course work in their final semester in accordance with University policy. If the student wishes to have the credits count towards the bachelor's degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Undergraduate Credit." If the student wishes to have the credits count towards a graduate degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Graduate Credit." Both forms are available in the Office of the Registrar. If a course is taken for undergraduate credit by an undergraduate student, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. Credit earned and grades received will be recorded on the undergraduate transcript. Credits so earned may later be applied to a graduate program, subject to approval of the major department.

Financial Aid

The purpose of financial aid at West Chester University is to provide financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial assistance consists of gift aid in the form of scholarships or grants and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students. Financial aid is a supplement to family contributions and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some assistantships and scholarships, is based on demonstrated financial need. Family income, assets, and family size influence the demonstrated financial need of the student.

All documents, correspondence, and conversations among the aid applicant, his or her family, and the Office of Financial Aid are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive need-based financial aid, the student must

1. Meet enrollment requirements for the specific aid program and must be making satisfactory academic progress. See the Office of Financial Aid for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid before

March 1 for priority consideration. All students, regardless of state residency status, must complete this form in order to be considered for financial aid at West Chester University. This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.

3. Submit any other requested documentation concerning financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs.

The submission of the information described above does not automatically entitle a student to receive financial aid. The Office of Financial Aid follows the regulations established by the federal government in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. Students must apply for financial aid each academic year.

Direct questions concerning financial aid to the Office of Financial Aid, 25 University Ave., West Chester University, West Chester, PA 19383, 610-436-2627 or write to finaid@wcupa.edu. Office hours are Monday, Tuesday, Thursday, and Friday, 8 a.m. to 4:30 p.m.; and Wednesday, 9 a.m. to 4:30 p.m.

Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, in accordance with University policy. (See section entitled "Fees and Expenses.") If the student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be returned to financial aid program funds. Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. A student considering withdrawal or an enrollment status change should consult the Office of Financial Aid to determine the impact of that action on current and future financial aid.

Student Consumer Rights and Responsibilities

You have the right to ask a school the following:

1. The names of its accrediting organizations
2. About its programs; its instructional, laboratory, and other physical facilities; and its faculty
3. The cost of attendance and its policies on refunds to students who drop out
4. What financial assistance is available,

including information on all federal, state, local, private, and institutional financial aid programs

5. What the procedures and deadlines are for submitting applications for each available financial aid program
6. What criteria it uses to select financial aid recipients
7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
8. If you have a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when you must start repaying it, and any cancellation and deferment provisions that apply.
9. If you are offered a work study job, you have the right to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.

10. To reconsider your aid package, if you believe a mistake has been made

11. How the school determines whether you are making satisfactory academic progress and what happens if you are not

12. What special facilities and services are available to the disabled

You have the responsibility to do the following:

1. Review and consider all information about a school's program before you enroll
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place; errors can delay your receipt of financial aid
3. Provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application
4. Read and understand all forms that you are asked to sign and keep copies of them
5. Accept responsibility for the promissory note and all other agreements that you sign
6. If you have a loan, notify the lender

of changes in your name, address, or enrollment status

7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job
8. Know and comply with the deadlines for application for aid
9. Know and comply with your school's refund procedures

Federal Perkins Loan Program

The Federal Perkins Loan Program is a cooperative effort of the federal government and West Chester University which enables qualified students to secure educational loans under attractive conditions. Each borrower must do the following:

1. Be enrolled or accepted in a degree program
2. Demonstrate financial need
3. Maintain satisfactory academic progress in the curriculum

The combined total of undergraduate and graduate loans cannot exceed \$60,000. Approval of loans depends on the student's financial need and the availability of loan funds. The Free Application for Federal Student Aid must be filed. For further information contact the director of financial aid.

Direct Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution.

To be eligible for a loan, a student must do the following:

1. Be enrolled or accepted in a degree program
2. File a Free Application for Federal Student Aid
3. Maintain satisfactory academic progress
4. Be classified as at least a half-time student

The maximum loan per academic year for graduate students is \$20,500 (unsubsidized) or the cost of the education. The total maximum indebtedness for all years of undergraduate and graduate study is \$138,500 with no more than \$65,500 subsidized.

Direct Graduate PLUS Loan

Graduate students may borrow under the PLUS program up to their cost of attendance, minus other financial aid received.

Each borrower must do the following:

1. Be enrolled or accepted in a degree program
2. File a Free Application for Federal Student Aid
3. Maintain satisfactory academic progress
4. Be classified as at least a half-time student

Graduate Assistantships

A limited number of graduate assistantships are available to qualified, graduate students. Interested students should contact their graduate coordinator to determine the availability of assistantships. To be eligible to receive a graduate assistantship, the student must satisfy the following requirements:

1. Must be a fully matriculated, degree-seeking, graduate student; certification students are not eligible, and provisionally accepted students are not eligible unless the provisions are removed before the semester begins. Exceptions must be approved by the dean of graduate studies and extended education.
2. Have a minimum cumulative GPA of 3.0 for current graduate students (Graduating seniors must have an undergraduate GPA of at least 2.8.)
3. Have indicated interest in a graduate assistantship on the electronic application for admission to graduate studies.

Details regarding work expectations, tuition remission, and stipends for graduate assistantships may be found on the graduate studies website.

Maintaining graduate assistantships requires students to demonstrate both satisfactory performance in meeting assigned hours, dates, and responsibilities, as well as good academic standing.

Students awarded graduate assistantships who fail to maintain good academic standing (minimum GPA of 3.0) will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

Frederick Douglass Graduate Assistantships

These graduate assistantships are named after Frederick Douglass, a great nineteenth-century American abolitionist and writer and a frequent visitor to West Chester. Douglass gave his last public lecture at West Chester Normal School on

February 1, 1895. Applicants with excellent academic credentials may apply for these assistantships. Efforts are made to appoint qualified candidates from historically underrepresented and underserved populations who have leadership experiences in their backgrounds or as part of their academic goals. This consideration is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities. Students with Frederick Douglass graduate assistantships serve the Frederick Douglass Institute. These are full-time (20 hours per week) assistantships that provide a tuition waiver and \$5,000 stipend for the academic year. The awards are made on an annual basis and are renewable for a second year. Students may use these assistantships to pursue a master's degree in one of the University's graduate programs. Interested individuals with excellent credentials should contact the Office of Graduate Studies and Extended Education or the website, www.wcupa.edu.

Residence Hall Graduate Assistants

Opportunities to serve as residence hall graduate assistants are open to all full-time graduate students. Graduate assistants live in the University residence halls and assist the full-time, professional resident director in providing direction for the personal, social, and educational development of the resident students. Residence life graduate assistants are also supervisors for student workers and serve as University judicial hearing officers. These positions are full-time (25 hours a week) graduate assistantships that offer a stipend, tuition remission, and room and meal plan. Preference is given to students enrolled in the M.S. higher education counseling/student affairs program and to those with prior residence hall living experience. Applications may be made through the Office of Residence Life and Housing, Sykes Student Union, 610-436-3307.

Institute for Women Graduate Grant

The Institute for Women at West Chester University offers an annual grant of \$750 to a woman graduate student who is accepted into a master's degree program at West Chester University. The award is based on high academic achievement; evidence of potential for contribution to

the applicant's field of study; a record of leadership in school, community, church, or other setting; and evidence of service to others. Applications, including reference forms, are available from the Office of Graduate Studies and Extended Education. Completed materials must be submitted by March 15. Only students who have filed all required admission credentials and plan to enroll for a minimum of six graduate credits are eligible.

Federal Work Study

Graduate students may apply through the Office of Financial Aid for University or federal work study funds. The Free Application for Federal Student Aid also must be filed.

Scholarships and Awards

APPLIED STATISTICS SCHOLARSHIP. This scholarship supports a graduate student in the applied statistics major who has shown exceptional academic achievement in his or her studies. Interested students should contact the director of the applied statistics program.

MICHAEL BANNON SCHOLARSHIP FUND. The fund supports a student in the M.S. in education degree program with at least 15 credit hours completed. Application is by invitation only. Students must be recommended by a department chairperson or Phi Delta Kappa member, and two additional WCU faculty members.

COMMUNICATIVE DISORDERS GRADUATE SCHOLARSHIP. This award is given to a graduate student enrolled in SPP 501 (Foundation of Research) and is based on the quality of his or her research proposal. Interested students should contact the graduate coordinator in the Department of Communication Sciences and Disorders for more information.

SHARON H. ENNIS GRADUATE STUDY SCHOLARSHIP. This fund was established in memory of Dr. Sharon H. Ennis, associate vice president for information services at West Chester University in 1998. To be eligible, an applicant must be a female M.B.A. student with a concentration in technology and electronic commerce who strives to be versed in management, business, e-commerce, computer technology, the Internet, telecommunications, and related emerging technologies.

In addition, an applicant must have a GPA of 3.0 or higher and have completed 12-15 credits at West Chester University. Consideration will be given to candidates with financial need. A committee comprised of M.B.A. faculty and chaired by the dean of graduate studies will choose the recipient.

SENDER FREJDOWICZ SCHOLARSHIP. This scholarship supports a graduate student in the holocaust and genocide studies master's degree program who has demonstrated academic excellence. Interested students should contact the director of the holocaust and genocide studies program.

CHERYL HAMEL COUNSELING SCHOLARSHIP. This scholarship supports a full- or part-time graduate student pursuing a master's degree in elementary or secondary school counseling with a GPA of at least 3.50. The application is available online; more information is available from the Department of Counselor Education.

IAN HANCOCK GRADUATE SCHOLARSHIP IN HOLOCAUST AND GENOCIDE STUDIES. This award is given to a full-time graduate student enrolled in the holocaust and genocide studies master's degree program. An application and additional information are available from the director of the holocaust and genocide studies program.

INSTITUTE FOR WOMEN FUND. This award supports a female graduate student enrolled in a master's degree program who has high academic achievement, contributes to a field of study, and has a record of community, church, or other leadership. Applications are available from the Office of Graduate Studies and Extended Education.

CHARLES MAYO SCHOLARSHIP. A financial grant is awarded yearly to an upperclass or graduate student in political science in memory of Charles Mayo, former president of West Chester University. Funded by contributions, the award is administered by faculty of the Department of Political Science. The value of the scholarship is approximately \$300.

IRENE SHUR HOLOCAUST AND GENOCIDE STUDIES SCHOLARSHIP. This scholarship supports a graduate student in the holocaust and genocide studies master's degree program who has demonstrated academic excellence. Inter-

ested students should contact the director of the holocaust and genocide studies program.

MUSTALISH GRADUATE SCHOLARSHIP IN HOLISTIC HEALTH. This scholarship supports a graduate student studying for the master of public health degree, integrative health track. Interested students should contact the College of Health Sciences for more information.

DR. CHARLES S. SWOPE SCHOLARSHIP FOUNDATION. The Memorial Scholarship Trust Foundation was established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Applicants must be enrolled full time and be graduates of West Chester University. Scholarships are \$1,000 each. Applications must be filed on or before April 9. Selection is made during May, with scholarships commencing in September.

SHIRLEY WALTERS MEMORIAL RESEARCH SCHOLARSHIP. This scholarship supports a graduate student majoring in secondary education who is involved in scholarly research and has a GPA of at least 3.25. Interested students should contact the Department of Professional and Secondary Education for more information.

WCU ALUMNI ASSOCIATION GRADUATE SCHOLARSHIP. This scholarship supports a graduate student with demonstrated financial need, meritorious academic achievement, and involvement in campus activities. Applications and additional information are available from the Office of Alumni Relations.

GREATER WEST CHESTER CHAMBER OF COMMERCE M.B.A./JAMES HAMILTON SCHOLARSHIP. Established by the West Chester Chamber of Commerce, this scholarship is awarded to an M.B.A. student who has resided in the greater West Chester area for at least the previous 12 months. Candidates should have completed a minimum of nine graduate credits with a 3.0 GPA or better. A committee comprised of M.B.A. faculty will choose the recipient.

Academic Information and Regulations

Applicable Catalog Year

All students are bound by the Graduate Catalog in the year they are admitted to the University under one of the matriculated student categories (see below under "Classification of Students"). Students are bound by the requirements in the Graduate Catalog at the time that they are admitted to the degree or certificate or teacher certification or professional growth program. If a student is admitted more than once, the year of the most recent admission is applicable. If any of the requirements for the program change while students are matriculating, they may, but do not have to, meet the changed requirements. In some instances, accrediting and/or certification standards necessitate the change in the degree or certificate or teacher certification program requirements. In such situations, the respective college will formally inform each student that he or she must meet the new requirements. Readmitted students are bound by the requirements in place at the time of readmission, except where permission for change in requirements or exception has been granted by the respective department and the dean of graduate studies and extended education.

Time to Complete the Degree Program

All requirements for the master's degree, including courses, comprehensive examinations, and thesis, must be completed within six years.

See also "Degree Candidacy" and "Degree Requirements."

Classification of Students

Students are classified as follows:

A. Matriculated Students

1. *Full matriculation*, granted to a student who meets all admission requirements.
2. *Provisional matriculation*, which may be granted to a student who
 - a. has not taken the Graduate Record Examination, the Miller Analogies Test, or a specialized entrance examination required by the department concerned, or
 - b. is unable to present all prerequisites required by the department.

Students must fulfill the conditions stipulated in their provisional acceptance by the time that application to degree candidacy is

made. Credit earned as a provisional degree student may be accepted toward the degree only on recommendation of the student's adviser.

Note: Some programs do not grant provisional matriculation.

3. Teacher certification, which applies to students taking course work to gain teacher certification.
4. Certificate programs, which applies to students taking course work to earn advanced certificates in program concentrations.
5. Professional growth, for students who take graduate course work but seek neither a degree nor certification.

B. Nondegree Students

Students often begin their graduate college careers by enrolling in courses in nondegree status for personal and professional growth. Students may enroll in graduate-level courses on a nondegree basis after having earned a baccalaureate degree from a regionally accredited institution. "Nondegree" is an academic term for "not formally accepted into a degree program."

Nondegree students may schedule up to nine credits of course work on a nonmatriculated basis and may be permitted to take a workshop or other noncredit bearing class. Nondegree students are permitted to enroll in any graduate course in which they possess the necessary prerequisite course work and/or can demonstrate, prior to enrollment, minimum performance competencies. Nondegree students may also be required to seek permission from the instructor. Students enrolling in courses under this policy are expected to meet the minimum GPA required for graduate work and are encouraged to seek the academic guidance of the graduate coordinator in their intended discipline. Completing courses on a nondegree basis does not guarantee admission, and credits earned may not necessarily be applied to a degree program at a later date. Nondegree students are not eligible to receive financial aid. Additional course work may be taken only after the student has applied and been accepted as a matriculated student into one of the categories described above. Students taking only special courses, such as workshops, are the exception to this rule.

Students should begin the formal applica-

tion process immediately after they have decided to pursue a graduate degree at West Chester University.

For additional information, contact the Office of Graduate Studies and Extended Education at 610-436-2943 or via e-mail at gradstudy@wcupa.edu.

Enrollment Classification

Full-time students must enroll in 9-15 course credit hours. Part-time students enroll for fewer than nine course credit hours. Students taking more than 15 hours will pay the per-credit tuition rate (page 8). All students will be charged a per credit tuition rate.

For summer enrollment students generally take a maximum of 12 credits. Exceptions to this policy must be approved by the dean of graduate studies and extended education.

Graduate Summer Sessions

Summer school includes two five-week terms plus a three-week post session, devoted primarily to workshops and courses/programs offered in program-specific formats (see summer course schedule). Admission to summer sessions courses does not constitute admission to a degree program.

Registration

All active graduate students (those who have maintained continuous enrollment), nondegree students who have attended within the past year, and newly accepted students will have access to the scheduling booklet online. Course schedules for summer/fall are usually available in early February and for spring semester in October.

Active Status

See policy on Continuous Enrollment.

Continuous Enrollment

To remain in good standing, graduate students must maintain continuous enrollment (i.e., one or more semester hours each fall and spring) from the semester of matriculation through the semester of graduation. The only exception is for students on a leave of absence. All graduate students who have been admitted into a graduate program must maintain continuous registration each semester (except summer sessions), or must apply for a formal leave of absence. **Graduate students who do not wish to register for formal course work, but who desire to maintain continuous**

enrollment, must register for GSR799, a noncredit registration category used to record the fact of continuous enrollment. Graduate students are not required to maintain matriculation during the summer sessions unless they intend to complete their final degree requirements during this period.

With the approval of the graduate coordinator and the dean of graduate studies, a leave of absence may be granted for a minimum of one calendar year. Leave of absence forms may be obtained online. A leave of absence does not extend the six-year time limit for completion of all degree requirements.

Unless a graduate student is granted a leave of absence, he or she is ineligible to return until readmitted. A formal application for readmission must be completed and submitted to the Office of Graduate Studies and Extended Education. Forms are available online.

Readmission

Readmission is not automatic and may be subject to additional conditions set by the department, school or college, or by the graduate dean.

Advisory System

All students will be assigned an adviser in the program of their chosen major. Students must comply with all program or department advising and scheduling procedures, and are expected to meet with their advisers at least once each semester during the course scheduling period.

Graduate Level Course

Numbering System

500-series graduate level courses to which advanced undergraduates may be admitted
600-series graduate courses not normally open to undergraduates

Course numbering within a series is at the discretion of the department offering the courses.

Undergraduate Courses for Graduate Credit

Some departments have identified selected undergraduate courses that may be taken by graduate students (under departmental advisement) for graduate credit. No more than six credits of specifically designated 400-level courses may be applied to the awarding of the graduate degree. See departmental listings. All undergraduate credits, even those applied towards a graduate degree or certificate or certification program, will not be certified as

graduate credit by the Office of Graduate Studies for any reason (e.g., notification to employer, or transfer of credits to another institution).

Workshops

The number 598 following the departmental prefix indicates an "open" workshop that allows the departments to offer a variety of short-term seminars in specific subjects under this designation. Such workshops may or may not carry credit in a graduate degree program.

Course Credit by Examination

Credit by examination may not be taken for graduate course work.

Pass/Fail Grades

The pass/fail option is not available to graduate students for graduate or undergraduate courses.

Transferring Credit from Other Institutions

West Chester students who wish to take course work at other institutions for credit at West Chester University must obtain approval from their chairperson or graduate coordinator and the dean of graduate studies and extended education prior to enrollment. Other restrictions and requirements are the same as those given in "Transfer of Credit," page 6.

Change of Status

A provisional degree student who has met the various conditions stipulated at the time of admission may petition for full graduate standing by completing the change of status form available online. Credit earned as a provisional degree student or as a nondegree student may be accepted in a degree program only on the recommendation of the student's adviser. Provisional degree students should consult their advisers well in advance in order to select work appropriate for transfer toward the degree.

Changing to Auditor Status

Before the end of the add period, a student may apply to become an auditor by completing a change in class status form available online and by obtaining the necessary approval.

Changes in Program

In order to change from one degree program to another, a student must submit an application to the Office of Graduate Studies and Extended Education. The student must meet all specific admission requirements of the program for which

the change is requested and receive the approval of the program coordinator. No fee is charged.

Adding a Course

Students may add a course by filing a Schedule Change Form in the Office of Graduate Studies and Extended Education only during the schedule change period and after obtaining approval from their program adviser or graduate coordinator, and the dean of graduate studies and extended education.

Dropping a Course

- A. During the first week of a semester, or the equivalent time in summer sessions, a student may drop a course, thereby receiving no grade, by filing a Schedule Change Form in or the Office of Graduate Studies and Extended Education during the schedule change period.
- B. A grade of W will be entered on the academic record of any student who drops a course between the end of the first week and before the end of the ninth class week or the equivalent in summer sessions. Course withdrawal forms are available in the Office of Graduate Studies and Extended Education.

If a student is only scheduled for one course, then withdrawal from the course at any time is considered a withdrawal from the University.

Withdrawal from Courses in Summer Sessions

Students wishing to withdraw from summer sessions should follow the same procedure for withdrawal from a course. Withdrawal deadlines are adjusted appropriately in accordance with the summer calendar.

Withdrawal from the University

Students wishing to withdraw from the University must contact the Office of Graduate Studies and Extended Education and follow the prescribed procedures. If illness or some other emergency interrupts the student's work, he or she must notify the Office of the Graduate Studies and Extended Education immediately. Unless a student withdraws officially, F grades will be recorded for unfinished courses.

Involuntary Medical Withdrawal Policy

To foster an environment conducive to learning and assure the safety of the community, the University takes appropriate measures to address student conduct that

is destructive to self or others, or results in serious disruption of the learning environment. In extraordinary circumstances, the University may require a student to involuntarily withdraw from the University when it determines that the student poses a significant risk of harm and this measure is the only way to protect the student and/or others and/or to preserve the integrity of the learning environment.

Please refer to the following website for the entire West Chester University Involuntary Medical Withdrawal Policy: www.wcupa.edu/_services/stu.inf/geninfo/policies.asp#Involwithdrawal/.

Leave of Absence

Students in a degree program who will not be registering for course work during the fall or spring semesters should either schedule GSR 799 (Continuous Registration) or file a request for a leave of absence with the dean of graduate studies and extended education. A leave of absence may be granted for a minimum of one calendar year. The request should be filed in advance of the semester in which course work is halted. Approved leaves of absence do not release the student from the six-year time limitation stipulated for the completion of degree requirements. Leave of absence request forms may be obtained online.

Grading System

The following grading system applies to graduate students:

Grade Definitions:

Grade	Quality Points	Interpretation
A	4.00	Superior graduate attainment
A-	3.67	
B+	3.33	Satisfactory graduate attainment
B	3.00	
B-	2.67	
C+	2.33	Attainment below graduate expectations
C	2.00	
C-	1.67	
F	0	Failure
IP		In Progress
NG		No Grade
W		Withdrawal
Y		Administrative Withdrawal
AU		Audit

West Chester University does not recognize a grade of D for graduate study. Therefore, any grade below a C- in a graduate course is considered a failure and

carries zero quality points.

IP (In Progress) is given to indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports).

NG (No Grade) is given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the instructor; see "Removing 'No Grade' Designation" below.

W (Withdrawal) is given when a student withdraws from a course between the end of the first and the end of the ninth class week of the semester or the equivalent in summer sessions.

Y (Administrative Withdrawal) is given under appeal when there are nonacademic mitigating circumstances, and there is documentation that the student never, in fact, attended class.

Course Repeat Policy

Graduate students may repeat up to two courses, which are being applied to their degree. Courses may be repeated only once. Both grades earned for a course will remain on the student's record; however, the most recent grade (whether it is higher or lower) will be used in the GPA calculation.

This policy also applies to courses taken at the undergraduate level and applied to the graduate degree or certificate or teacher certification program, or taken as a prerequisite for the program.

Removing "No Grade" Designation

IP grades indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports).

NG grades will be given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the professor. Students must complete course requirements as stipulated by the professor, and not later than the end of the 9th week of the subsequent semester or the NG grade will convert to an F.

Grade Change Policy

A grade awarded other than NG and IP is final. Final grades can be changed only when there is a clerical or computational error. If the student thinks there is an error, the student must report the alleged error in writing to the professor as soon as possible, but no later than the end of the fifth week of the following semester. If a grade change is warranted, the professor must submit a change of grade request to

the Office of the Registrar not later than the end of the ninth week of the semester. Final grades cannot be changed after the ninth week of the semester following the alleged error.

Policy on GPA's of Earned Master's Degrees

The GPA of an earned master's degree will not be calculated into the GPA of subsequent graduate courses/program. After a student earns a master's degree, the GPA of that degree is kept discrete and not used in the calculation of a second graduate program GPA.

Grade Reports

Grade reports are available to graduate students soon after the end of a semester or summer session on myWCU. Students are reminded to check their reports against grade requirements and other regulations, as well as for accuracy, and to have their grade reports available when consulting with advisers. Students needing a paper grade report for reimbursement purposes can submit the request form found on the Registrar's website.

Grade Appeals

Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the original grade was based upon prejudiced or capricious judgment, or was inconsistent with official University policy. In the case where the grade was based on a charge of cheating, the Academic Integrity Policy applies (see below). Academic dishonesty includes but is not limited to

1. plagiarism, that is, copying another's work or portions thereof and/or using ideas and concepts of another and presenting them as one's own without giving proper credit to the source;
2. submitting work that has been prepared by another person;
3. using books or other materials without authorization while taking examinations;
4. taking an examination for another person, or allowing another person to take an examination in one's place;
5. copying from another's paper during an examination or allowing another person to copy from one's own; and/or
6. unauthorized access to an examination

prior to administration.

Grade Appeals Procedure

1. (a) student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty members. They shall mutually attempt to resolve the appeal within five class days from the receipt.
1. (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser may also be present during the review process. In such case, there shall be a limit of five class days in which to resolve the appeal.
2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department of which the course in question is a part. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response shall also be provided to the instructor.
3. If no mutually satisfactory decision has been reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If the problem is not mutually resolved by Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the associate provost or, if appropriate, to

the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Grade Appeals Board

1. **Membership**
 - A. The dean of graduate studies and extended education serves as non-voting chairperson. If the associate provost is not available to serve, the administration will appoint a substitute mutually acceptable to the student and the Association of Pennsylvania State College and University Faculties (APSCUF).
 - B. A faculty dean not involved in the appeals process. A substitute may be appointed as given in "A" above.
 - C. Two faculty members. At the beginning of each academic year, the Office of the Associate Provost shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool for each Appeals Board.
 - D. Two graduate students appointed by the president of the Graduate Student Association (GSA).
2. **Attendance**
 - A. The faculty member involved may be assisted by an adviser, an APS-CUF representative, or the chairperson of the department in which the problem originated.
 - B. The student involved may be assisted by an adviser. The adviser may be another student, an administrator, or a faculty member.
 - C. Such witnesses as are called on behalf of either the faculty member or the student.
 - D. Resource persons or expert witnesses called at the request of the board. In the event that the decision making involves knowledge of the discipline, the board shall be required to utilize at least one resource person from the discipline, an expert adviser(s) to aid them in their decision making.
3. **Procedure**
 - A. **Preparation for the Hearing** - All parties must be informed of the complaint in writing by the chair-

person of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

B. Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

C. Decision of the Appeals Board

- 1) The Grade Appeals Board shall deliberate in executive session and render a decision by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.
- 2) The chairperson shall notify, in writing, the student, the faculty member, and the department in which the course in question is located of the decision within three class days of the board's final action. The notification shall include the basis upon which the decision was reached.

4. Other

- A. A written statement of the decision and relevant materials shall be placed in the student's academic file.
- B. A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

Notes

1. Both faculty member and student are entitled to the right of challenge for cause of any member of the department committee (if used) and the Grade Appeals

Board except the chairperson. In the case of challenge at the Appeals Board level, the chairperson shall adjudicate the challenge. One challenge at each level is permitted.

2. A "class day" is defined as any day when classes are officially in session at West Chester University.
3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the associate provost rather than the dean of the college/school.
4. If the professor is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

Academic Integrity Policy

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner with all the safeguards available within the bounds of due process.

Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

1. Plagiarism: Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
2. Fabrication: Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
3. Cheating: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
4. Academic Misconduct: Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
5. Facilitating Academic Dishonesty: Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
6. Breach of Standards of Professional Ethics: In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to

have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

Procedures for Handling Cases

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken.

If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of his/her decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the graduate dean. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the graduate dean. The graduate dean will then forward the information to the provost or his/her designee. The report includes

- the nature of the charge/evidence against the student,
- a brief summary of the meeting with the student,

- the faculty member's decision, and
- the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

A grade of "F" for the course triggers the graduate policy on automatic dismissal from the University. Students dismissed under these circumstances will not be considered for readmission to another academic program at West Chester University.

Whatever the penalty, the report describing the incident and recording the decision will be kept by the graduate dean until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. A second violation will result in automatic expulsion from the University.

Appeal Procedures

A student may appeal the instructor's unilateral imposition of a reduced or failing grade. A student who files an appeal within 10 class days of the faculty member's determination will suffer no worse penalty as a result of the appeal than he/she would have suffered if he/she had not appealed

the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to his/her case.

After the initial appeal to and decision by the department chair, the student will have five class days to appeal the decision to the graduate dean, if he/she so wishes.

The progression of the appeal is as follows:

1. Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;
2. College dean - appeal must be filed within five class days of the department's decision;
3. Graduate dean - appeal must be filed within five class days of the college dean's decision;
4. West Chester University Academic Integrity Board - appeal must be filed within five class days of the graduate dean's decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

Information on the composition and functioning of the Academic Integrity Board and sanctions is located on the University's website at www.wcupa.edu/.

Academic Integrity Board

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

Membership of the Academic Integrity Board

1. The provost (or provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The dean of Graduate Studies and Extended Education serves as nonvoting chairperson. If the dean of Graduate Studies is not available to serve, the administration will appoint a substitute.
2. A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
3. Two faculty members. At the beginning of each academic year, the Office of the Provost (or provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty mem-
- bers from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
4. Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).

Hearing Procedures for Academic Integrity Board

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

1. The chair shall open the proceedings by reading the statement of charges.
2. The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
3. At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
4. After both cases have been presented, the board shall allow rebuttal evidence.
5. At the close of the hearing, the board

shall allow closing arguments by the parties.

The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of Graduate Studies and Extended Education, or his/her designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the graduate dean and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a

hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

A grade of "F" for the course will automatically result in the student's expulsion from the University.

NOTE: A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the graduate dean's office to the provost for action.

Sanctions

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

1. The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

a. **Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The

relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.

b. **Restitution:** Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.

2. **Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

Notes

1. If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.

2. Each department must submit to the college dean and graduate dean its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

3. A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the graduate dean's office to the provost for action.

Obtaining Transcripts

Transcripts of work taken at West Chester University may be obtained from the Office of the Registrar. A check or money order, payable to West Chester University, must accompany a written request that should include the period of attendance at the University, degree status, the curriculum pursued, Social Security number, and any change of name during enrollment. For a description of the transcript fee, see "Fees and Expenses."

Changes in Name or Address

Students should immediately notify the Office of Graduate Studies and Extended Education, and their department of any change of address or change in name.

The Comprehensive (Area of Specialization) Examination

A comprehensive examination covers the student's major field and is constructed, administered, and evaluated by the faculty of the student's major department or program. Candidates are responsible to know the deadlines and conditions for the examination and must apply to the program graduate coordinator or chair. Generally, students are not eligible to take the examination prior to the semester in which all courses in the major discipline are completed.

Defense of Master's Thesis

Students who write a master's thesis must first have the "Request for Approval of Master's Thesis Examining Committee" form completed and signed before the student begins work on the thesis. (This form is available online.) The completed thesis must be successfully defended before a faculty examining committee. The requirement of the University is that a student passing the thesis defense will receive no more than one negative vote from the examining committee. However, in a number of departments, a unanimous positive vote of the examining committee is required for a successful defense. Thesis students should check departmental requirements with the graduate coordinator.

Other Examinations

Other examinations may be required of degree students. All requirements given under the heading of the particular program should be carefully noted.

Research Requirements

Students should consult specific programs to determine whether independent study directed toward either the thesis or a re-

search report is required, offered optionally, or omitted.

Application for Graduation

Each candidate for a master's degree must submit their Intent to Graduate form on myWCU (1) a check for \$56 made payable to the Commencement Fund; (2) a Commencement Fund invoice form; and (3) a cap and gown order form. All of these forms are available online. The following are deadline dates for applying to graduate: May graduation-February 1; August graduation- June 1; December graduation-October 1.

Submitting the Thesis for Binding

After approval by the examining committee, theses must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis," a copy of which may be obtained from departmental offices or online. After the dean of graduate studies and extended education has approved the thesis, the student is responsible for transmitting all required copies to the library for binding.

Second Master's Degree

Students wishing to obtain a second master's degree from West Chester University (where the baccalaureate degree may have been earned at West Chester University or another institution) must meet all academic requirements set by the Office of Graduate Studies and the department concerned. Candidates for a second master's degree must earn a minimum of 24 credits beyond the hours applied toward the first master's degree. All new credits and additional departmental academic requirements must have been completed within a six-year period preceding the awarding of the second degree.

Educator Preparation Degree

The primary mission of the educator preparation programs at West Chester University is the initial preparation and continuing development of teachers and other education professionals (hereafter, "educator preparation"). Preparation for these roles within the University's conceptual framework, *Learning and Teaching in Context*, ensures strong academic achievement for PK-12 students in the public schools and other educational settings of the Commonwealth of Pennsylvania.

The University is committed to excellence in education by preparing candidates to exhibit five unit outcomes exemplified in the following roles: knowledge and pedagogi-

cal specialist, assessment and instructional designer, diversity advocate and classroom community builder, school and community professional, and self-directed practitioner.

The University is committed to preparing exemplary professionals to assume their roles and responsibilities as educators in a multicultural, global society; to pursue personal and professional development opportunities; to support the continuing improvement of schools; to assume leadership; and to participate in the education community.

Formal Admission to Teacher Education for Certification

Upon entrance to the University, graduate students enrolled in educator preparation programs ("candidates") leading to Pennsylvania certification must meet with their academic adviser(s) to complete an "Approved Program of Study" (APS) form. This form outlines all of the candidates' certification requirements and is signed by the University certifying officer attesting to their unique course of study at WCU. The original APS is submitted to the Office of Teacher Certification during their first semester. Once their APS is processed, graduate students work to secure formal admission to teacher education (FATE). At present, to be eligible for FATE and qualify for designated advanced courses, one must have a minimum 3.0 GPA (most programs have higher GPA requirements). Candidates must have a 3.0 GPA in their graduate studies to maintain FATE and good standing at WCU.

Periodic regulatory changes from the Pennsylvania Department of Education may alter these requirements for candidates seeking post-baccalaureate certification. Candidates are urged to remain aware of updates to FATE requirements through regular communication with their advisers and in electronic updates to this catalog.

Candidates with FATE whose programs culminate in a student teaching semester must apply to student teach during the first month of classes (September or January) one academic year prior to the intended student teaching semester.

Instructional I (Provisional)

The Instructional I certification is issued for entry into a teaching position in the public schools of Pennsylvania and is valid for six years of service in Pennsylvania (not calendar years). To receive an Instructional I teaching certification, a person must meet all of the requirements for the certification and must be recommended

to the PDE by the institution of higher education at which the person completed the requirements.

The Pennsylvania Teacher Intern Certification Program

Designed for individuals who possess a baccalaureate degree, the intern certification is valid for a period of three years. The certification is issued only for instructional areas; it is not applicable for professionals seeking certification as educational specialists, administrators, or supervisors. Before being admitted to the program, candidates for the teacher intern certification are expected to attain all of the professional competencies established for candidates pursuing a degree program with certification in a specific field, with the exception of student teaching. Candidates are expected to obtain a firm offer for a teaching position that will be held during the internship period. Contact the Office of Field Placement and Student Teaching in Room 251, Francis Harvey Green Library.

Graduates Seeking Level II Certification

The Instructional II certification is issued to a person who holds level I certification and has completed three years of satisfactory teaching in a Pennsylvania public school as certified by the superintendent of the school district in which the person's most recent service was performed or, in the case of an intermediate unit, the executive director or, in the case of an approved nonpublic school, the chief school administrator.

In addition, the person must have completed 24 semester hours of collegiate credit at an approved baccalaureate or advanced-degree-granting institution subsequent to the conferring of the baccalaureate degree. The credits may be satisfied, in whole or in part, through in-service programs approved by the Pennsylvania Secretary of Education. Last, the person must successfully complete an induction program offered by a public school district and approved by the PDE.

Educational Specialist Certification

Commonwealth regulations also provide for certification as an educational specialist to those persons who successfully complete an approved program of study and have the recommendation of the preparing institution. The Educational Specialist Certification is issued on two levels.

Educational Specialist I (Provisional)

The Educational Specialist I Certification is issued for entry into a professional position in the public schools of the Common-

wealth. The applicant must have completed an approved program of study, possess a baccalaureate degree, and been recommended for certification by the preparing institution.

Educational Specialist II

The Educational Specialist II Certification is a credential issued to an applicant who has completed three years of satisfactory service on an Educational Specialist I Certification, and who has completed 24 semester hours of postbaccalaureate or graduate study at a regionally approved institution. In addition, the applicant must have received the recommendation of the superintendent of the school district in which his or her most recent service was performed, or in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator.

Requirements Common to All Areas of Certification

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania Code. These revisions require all undergraduate candidates who apply for Pennsylvania teaching certifications to pass state competency tests in basic skills, as well as general, professional, and specific knowledge of the subjects in which they seek teacher certification. Post-baccalaureate candidates are exempt from the basic skills tests.

As changes are made in requirements for all certification programs, it is the candidate's responsibility to satisfy the new requirements.

ACT 48

All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certifications are affected by the requirements of Act 48. Educators must maintain their certifications as active by earning six collegiate credits or six PDE-approved, in-service credits or 180 continuing education hours or any combination of the above every five calendar years. Note: Each collegiate or in-service credit is equal to 30 continuing education hours.

Pennsylvania Act 24 of 2011 provided for a two-year suspension of most Act 48 continuing professional education requirements for school educators and leaders. The Act 48 suspension began August 29, 2011. During this moratorium period educators may continue to accrue Act 48 credits,

which will be credited to the compliance period in effect as of August 29, 2011.

Educators with continuing education periods ending on or after August 29, 2011 will have their expiration date extended by two years. Additional information about the moratorium can be found at the Pennsylvania Department of Education website, www.education.state.pa.us.

Professional Certificates

Several departments and programs, in addition to offering degrees, offer professional certificates on completion of a prescribed course of study. These certificates are different from teaching certification and do not lead to teaching credentials from PDE. Consult the individual department or program listings regarding offerings.

The Frederick Douglass Institute

The Frederick Douglass Institute at West Chester University is an academic program for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester's campus on February 1, 1895.

Thirty years earlier, at the inauguration of a Baltimore, Maryland, institute named for him in October 1865, Douglass said that the mission was "to be a dispenser of knowledge, a radiator of light. In a word, we dedicate this institution to virtue, temperance, truth, liberty, and justice."

At West Chester University, the Douglass Institute is primarily involved in four academic areas: 1) promoting research and teaching in multiculturalism and on Frederick Douglass; 2) sponsoring distinguished lectures, exhibits, and student presentations; 3) organizing the Frederick Douglass Teaching Scholars Program to prepare advanced graduate students from historically underrepresented and underserved populations to become teachers in higher education; 4) and collaborating with historical societies and other educational and cultural agencies.

The activities of the institute take place on and off campus. With undergraduate and graduate students, and West Chester faculty, the institute sponsors seminars and forums on selected topics. The Anna Murray Douglass Circle is the name for a lecture series offering a platform for today's leading intellectuals. The institute also coordinates a monthly Lunch (En)counter lecture series.

Annually in April, the institute organizes the Dr. Patricia Gratz Gratz Gaines Multicultural Leadership Award and Lecture in collaboration with the College of Education.

West Chester's institute is the convener for the Frederick Douglass Institute of the Pennsylvania State System of Higher Education, a collaborative created in 1999 with other campuses.

For further information, call Dr. Timothy Golden, director, Frederick Douglass Institute at 610-436-2766.

Poetry Center

The West Chester University Poetry Center hosts the annual West Chester University Poetry Conference (the largest annual poetry gathering in America), sponsors the University's Poet-in-Residence program, presents poetry readings throughout the year, and collaborates on poetry and music concerts with the College of Visual and Performing Arts. The center also oversees national poetry awards under the auspices of the Iris N. Spencer Poetry Awards. The center is located in the WCU Poetry House, and Dr. Kim Bridgford, Department of English, is the director.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

West Chester University accords all rights under the law to students who are in attendance at the University, and in certain instances to the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1954. Basically, a dependent student is a student whose parent(s) provides more than half of his/her support. Generally, the University does not provide information to parents because of this act. However, exceptions are made if

1. the student gives his or her parents written consent if the student is independent; or
2. the parents provide a certified copy of their most recent Federal Income Tax Form reflecting dependency status of the son/daughter which must be on file in the **Office of the Registrar**.

No one outside the institution shall have access to, nor will the institution disclose,

any information from students' education records without the students' written consent except to personnel within the institution who have an educational need, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, a valid subpoena, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the West Chester University community, only those members, individually or collectively, acting on the student's educational interest are allowed access to student education records. These members include, without limitation, personnel in the offices of the Registrar, Bursar, Financial Aid, Admissions, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information (see Directory Information) in accordance with the provisions of the act to include a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, scholarship information, weight and height of members of athletic teams, and all other information defined as directory information by West Chester University. Students may withhold directory information by submitting a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his or her account, it will remain in effect until otherwise notified.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The University Registrar at West Chester University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, and academic. Students wishing to review their education records

must make written requests to the Office of the Registrar listing the item or items of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, or a copy of the academic record for which a financial hold exists. These copies will be made at the students' expense. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students **may not** inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable amount of time that the records will not be amended, and they will be informed by the Office of the Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the associate vice president for academic affairs who, within a reasonable period of time after receiving such request, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be the

individuals designated by the University. Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. Their education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place within the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the president of the institution to aid them in filing complaints with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Revisions and clarifications will be published as experience with the law and the institution's policy warrants. This policy has been adopted in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), and the regulations promulgated thereunder at 34 C.F.R. 99.1 et seq., and that reference should be made to that statute and regulations for additional information. Contact the Office of the Registrar with any questions.

Directory Information-Rights and Privacy Act of 1974

West Chester University from time to time makes public certain kinds of information about students, such as the names of those who receive scholarships, who hold offices, or who are members of athletic teams. Various kinds of campus directories are published throughout the year to help members of the University community locate and communicate with each other. The com-

mencement programs publish the names of those who have applied for graduation.

The Family Educational Rights and Privacy Act of 1974 defines the term "directory information" to include the following categories of information: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

Undergraduate and graduate students who do not wish to have any or all of such directory information published without their prior consent must submit a "Request to Prevent Disclosure of Directory Information" form to the Office of the Registrar within 15 calendar days after the beginning of each fall semester. If a student places this hold on his or her account, it will remain in effect until otherwise notified.

ADA Policy Statement

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordina-

tor for the University. In this capacity, the director of social equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of social equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities, which operates as a centralized service for addressing the needs of students with disabilities and as a resource center for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, V/TDD 610-436-3217.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing, 202 Lawrence Center, 610-436-3307.

The Office of Human Resources has been designated as the contact for employees and applicants seeking to request an accommodation. The office is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation. To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the manager of campus projects at 610-436-3599.

University Services and Student Living

Library Services

West Chester University has two libraries, the Francis Harvey Green Library at the corner of High Street and Rosedale Avenue, and the Presser Music Library, 121 Swope Music Building and the Performing Arts Center. Both libraries offer excellent environments for study and research. West Chester University library collections compare favorably with other major public and private libraries in the region. Total library holdings include more than four million items:

Print Materials

- More than 760,000 print volumes
- More than 1,400 print subscriptions

Audio-Visual Materials

- More than 10,000 films, videos, and DVDs
- More than 52,000 sound recordings

Internet-Accessible Materials

- More than 640,000 electronic books
- More than 5,600 electronic journal subscriptions
- More than 2.2 million art images
- More than 115,000 albums of streaming audio
- Full text of articles from more than 67,000 journals through licensed databases

Microforms

- More than 926,000 microfilms, microfiche, and microcards

The library's website, <http://www.wcupa.edu/library>, provides continually updated access to a wide array of resources and services, including OneSearch, a Google-like search of the vast majority of materials owned and licensed by WCU Library Services. PILOT (the library's catalog), more than 100 specialized databases, and materials digitized by the library can all be included in a single search using OneSearch. OneSearch and most library databases are available from any computer with Internet access. Off-campus users (i.e., users on a computer not connected to the WCU campus network) must enter a valid WCU authentication number in

order to use many resources. Graduate students without a WCU network login or ID may request an authentication number on the library's Web pages. There is no charge for interlibrary loan, and materials not owned by the library may be requested over the Internet.

Special holdings in the Green Library include the Chester County Collection of Scientific and Historical Books, the Normal Collection (publications by faculty and alumni), and the Stanley Weintraub Center for the Study of Arts and Humanities. Important rare books include *The Biographies of the Signers to the Declaration of Independence* by John Sanderson and the first four Folios of Shakespeare. Also worthy of note are the collections of children's literature, instructional media, and the Philips Autographed Library in Philips Memorial Building.

Francis Harvey Green Library

The Green Library houses a Starbucks and the Graduate Study Lounge (FHG 608). Access to the Graduate Study Lounge is available through the Graduate Student Association. Key library services include reference (in-person, telephone, and e-mail), library instruction, electronic reserves, interlibrary loan, wireless laptops for use in the library, and access to coin-operated photocopiers and microform copiers. Most articles requested on interlibrary loan are delivered by e-mail. Most books and other physical material requested on interlibrary loan from other libraries must be picked up at the Green Library. Questions regarding library materials and services should be directed to the Green Library Reference Desk, 610-436-2435, refdesk@wcupa.edu.

Presser Music Library

The Presser Music Library contains the University's collection of scores as well as sound recordings, music books, periodicals, and microforms. Laptops are available for in-library use, and the facility also features the latest equipment for listening to sound recordings in analog and digital formats.

Housing

West Chester University provides housing facilities for its graduate students on a limited basis for the regular school year

and all summer sessions. Graduate students may live in either a North Campus residence hall (that houses predominantly undergraduate students), with a 24-hour quiet hour option, or in selected units of the South Campus apartment complex. Students in the residence halls must be on the University meal plan; apartment residents have the option of any meal plan offered or no plan at all. North Campus residence hall rooms are all double occupancy; apartments are designed for five occupants in combinations of double and single bedrooms.

The University, through the West Chester University Foundation, also offers other housing options on campus that are referred to as affiliated housing. University Hall, Allegheny Hall, and Brandywine Hall are suite-style residence halls on North Campus, and The Village apartments have four-bedroom units located on South Campus. These facilities offer all the same opportunities found in University-owned housing but are managed through an arrangement with University Student Housing, a subsidiary of the WCU Foundation.

Graduate students are expected to abide by all regulations appropriate to their living arrangements. Upon acceptance to graduate study, students may contact the Office of Residence Life and Housing Services for additional information and applications for on-campus housing. Students are encouraged to contact this office as early as possible since the availability of on-campus housing varies based on the time of year that the request is made.

For assistance in locating a dwelling or apartment off campus, students may contact the Off-Campus and Commuter Services program.

The Office of Residence Life and Housing Services is located in 202 Lawrence Center, 610-436-3307. University Student Housing Leasing Center is located in Brandywine Hall, 610-430-4988.

Off-Campus and Commuter Services

Services to off-campus and commuter students include off-campus housing listings and the Off-Campus and Commuter Association, which provides special program-

ming and resource materials. Additional services offered include landlord/tenant legal aid information and development of long-range plans to meet the needs of off-campus and commuter students.

Off-Campus and Commuter Services, coordinated by the associate director of Sykes Student Union, are located in 116 Sykes Student Union, 610-436-2984.

Off-Campus Housing

Students who choose to live in the community must secure their own living accommodations. The Off-Campus and Commuter Services program will assist students in finding housing by providing up-to-date listings of available housing. These listings are available in 116 Sykes Student Union and may be accessed on the Web at www.wcupa.edu/och/.

Student Health Services

The University maintains a Student Health Center staffed by physicians, nurse practitioners, registered nurses, health educators, and a nutritionist. The Health Center staff is available to meet emergency and first-aid needs, and to perform routine treatment of minor illnesses and minor surgical conditions. Student Health Services also offers programs designed to enhance wellness, disease prevention, and health education.

Part-time graduate students must pay the student health fee to be eligible for services. The University does not furnish other medical care or bear the costs of medical or surgical treatment or hospitalization. The community of West Chester has qualified physicians and excellent facilities at the Chester County Hospital.

Student Health Services is located on the second floor of Wayne Hall. Any emergencies during the night and on weekends may be treated at the Chester County Hospital Emergency Room. The Student Health Center phone number is 610-436-2509 and visits are available by appointment. The Wellness Education phone number is 610-436-3276.

Graduate students may take advantage of a group medical illness and accident insurance policy approved by the University. Under the same group plan, there is a separate summer policy. Visit the Student Health Services website at <http://wcupa.edu/health> for additional information and brochures.

Services for Students with Disabilities

The Office of Services for Students with

Disabilities (OSSD) offers services for students with physical and learning disabilities.

The OSSD is designed to assist students make a successful transition to the University. The office takes a proactive stance that encourages students to understand their needs and strengths in order to best advocate for themselves.

The OSSD is located within the Academic Programs and Services Division and coordinates services with the other units within the division, such as the Learning Assistance and Resource Center and the Academic Advising Center, as well as other University offices including the Writing Center and the Office of Residence Life and Housing. Liaison with governmental agencies and private practitioners for provision of services is also available through the OSSD. In order to ensure continuity of services, students should pursue such actions prior to enrollment. Students needing financial support for personal services or interpreters should register with the appropriate state agency at least six months in advance of matriculation.

Office of Services for Students with Disabilities

223 Lawrence Center
West Chester University
West Chester, PA 19383
610-436-2564

Services Provided for Students with Disabilities

- Central documentation file
- Optional comprehensive needs assessment
- Advocacy with faculty
- Alternative test-taking arrangements
- Note-taking support
- Taped texts assistance (Recordings for the Blind, Inc.)
- Adaptive technology
- Readers for visually impaired students
- Interpreters for deaf students

Information Services

The Information Services Division provides computing, information, and network services to the entire campus community. A campus-wide network for data, voice, and video communication provides phones, data, and video connectivity for students, faculty, and staff. In addition to supporting many college and department-specific student computing labs, the Academic Computing Center on the

ground floor of Anderson Hall serves as the focal point for instructional computing activity and manages public student labs totaling more than 200 workstations. The labs, which post their open hours on the Web (<http://www.wcupa.edu/infoservices/acc/>), have consultants on duty to assist students. All computers support general-purpose applications such as word processing, spreadsheets, graphics, and database management systems (Microsoft Office suite) plus course-specific software such as SPSS, SAS, Minitab, Mathematica, Quark, and others. The labs also provide access to printers, digitizers, and optical scanners. Student laboratory facilities are also located in Sykes Student Union. Information Services provides many resources and services to promote the use of technology in the teaching and learning environment. More than 150 classrooms are equipped with presentation technologies. For further information, contact the IT Help Desk at 610-436-3350.

Bookstore

The Student Services Inc. Bookstore is located on the ground floor of Sykes Student Union. The bookstore sells both new and used textbooks for all WCU courses, as well as school and art supplies. The store also stocks best sellers, a variety of general interest literature, and a large selection of reference books, study aids, and teacher aids. SSI Bookstore offers a complete line of official WCU imprinted clothing and an extensive array of gifts, greeting cards, groceries, snacks, and laundry supplies. Services include film processing, special orders for computer software and general interest books, UPS shipping, and daily book buybacks. All major credit cards and personal checks, accompanied with a valid ID, are accepted.

Bookstore hours:

Mon.-Thurs. 8 a.m.-6 p.m.
Friday 8 a.m.-4 p.m.
Saturday 11 a.m.-3 p.m.
(Hours may be subject to change.)

The bookstore offers extended hours of operation at the beginning of each semester. As a shopping convenience, students may order textbooks and merchandise via the bookstore website, www.click2ssi-bookstore.com/.

Career Development Center

The staff of the Twardowski Career Development Center is committed to supporting graduate student success by providing services that assist with identifying career options, researching and connecting with

opportunities (including doctoral or other higher education programs), and developing the skills necessary to have a competitive edge in the job market in order to secure a rewarding position after graduation. The services for graduate students include individual appointments, workshops, resume and cover letter reviews, mock interviews, career fairs, job postings online, and an on-campus interview program. The center's website contains links to a variety of job search sites grouped by industry to facilitate an effective online job search.

Twardowski Career Development Center is located in 225 Lawrence Center (second floor) and is open year-round. For additional information, visit www.wcupa.edu/cdc/ or call 610-436-2501 to schedule an appointment.

Multicultural Affairs

The Office of Multicultural Affairs (OMA) is dedicated to the development of multicultural sensitivity, understanding, and appreciation of diversity. The office develops and implements programs and services aimed at addressing the needs and concerns of multicultural students. OMA also serves as a resource for other University offices regarding multicultural students and aids in projects focused on improving the general campus climate.

As an extension of the office, the Multicultural Center serves as a general gathering place for all students and is also a home-base for the OMA mentoring program, the Board of Governors Scholarship program, and many multicultural student organizations. The Office of Multicultural Affairs is located in the Multicultural Center in Room 003 Sykes Student Union, 610-436-3273. More information about programs and services is available at www.wcupa.edu/_services/stu.mca/.

Public Safety

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University's Department of Public Safety. Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus. A full explanation of the University's security policies and procedures, as well as additional pertinent information, appears in a publication called "2012 Annual Report of

Campus Security Policies and Procedures," which is available on the Web at [wcupa.edu/dps/PDF/Clery.pdf](http://www.wcupa.edu/dps/PDF/Clery.pdf). A copy in print may be requested from the Department of Public Safety.

Emergency Alert Notification

<http://www.wcupa.edu/dps/emergency/notificationsystems.asp>

In an emergency, the University will communicate key information as quickly and to as many people as possible using some or all of the following communication channels:

- text message to WCU Alert subscribers, <http://www.wcupa.edu/wcualert>
- mass e-mails to faculty, staff, and students via WCU-assigned e-mail accounts
- posted on WCU's homepage
- recorded message on WCU's Information Line, 610-436-1000
- external emergency notification broadcasts

While the University has a wide variety of methods to communicate with the campus community, the text messaging service allows the University to use some of the latest technology to reach students, faculty, and staff in the event of any emergency. The WCU homepage at <http://www.wcupa.edu> will be the primary source for all up-to-date, official information concerning emergencies.

Emergency Preparedness

The University continues to review its safety policies and procedures and has developed new initiatives to address the issues raised by recent national tragedies. Although no college campus is completely safe, West Chester University has taken steps to enhance the safety of the campus community. It is important that all University community members understand how the institution will proceed and respond in case of a campus emergency. All students and employees should learn where to find emergency information and instructions, and be familiar with evacuation procedures for buildings where they live or work, as well as those they visit during the course of a day. The preparation people take now to learn, be aware of, and practice their own personal emergency plan is vital. Information about emergency preparedness and planning, as well as the University Threat Assessment Policy is available at <http://www.wcupa.edu/dps/Emergency/> and <http://www.wcupa.edu/dps/threatassessment/asp/>.

Vehicle Registration

All employees, eligible students, and visitors planning to use West Chester University parking lots must register their vehicles with the Department of Public Safety and purchase/obtain a parking permit/pass. Graduate students are required to purchase the appropriate parking permit depending on whether they are commuter or resident students. Student parking lots do not require a permit from 4 p.m. through midnight any day of the week throughout the year. Commuter students who have classes during that time do not need to purchase a parking permit.

The annual registration fee is established by the Council of Trustees. For parking regulations, "annual" is defined as September 1 until August 31 of the following year. Specific registration procedures will be announced yearly. A valid WCU ID/Driver's license and vehicle registration must be presented at the time of registration. The parking permit is to be displayed properly from the rear view mirror as stated on the reverse side of the permit. Mutilated, defaced, lost, or stolen permits must be replaced. Contact the Public Safety Parking Services Office for the procedure and cost of replacing the permit. The operation and registration of a vehicle must conform to Commonwealth of Pennsylvania vehicle law and University regulations. For complete information regarding motor vehicles and registration, refer to the Motor Vehicle Regulations pamphlet available at Public Safety or on the Web at [www.wcupa.edu/dps/parking-regulations.asp/](http://www.wcupa.edu/dps/parking-regulations.asp).

Speech and Hearing Clinic

The Speech and Hearing Clinic (located at 201 Carter Drive, Suite 400) is maintained by the Department of Communication Sciences and Disorders to train student clinicians under the supervision of licensed, certified faculty. The clinic provides evaluation, intervention, and consultation services to individuals with speech and language disorders, communication differences, and professional communication enhancement needs, as well as comparable services to those with various hearing disorders. The clinic also provides diverse community outreach and education opportunities for individuals and institutions. Clinic services offered are complimentary for students, faculty, and staff at West Chester University, as well as for students at Cheyney University. Those outside the University community may access clinical services in accordance

with a modest fee schedule. Additional information or appointments can be made through the clinic office, 610-436-3402.

Sykes Union Building

The Earl F. Sykes Union first opened in 1975 as the community center for West Chester University. A building expansion and major renovations were completed in 1995, providing students with a 102,000 square-foot faculty.

The student union, as a facility and an operation, is designed to encourage all members of the campus community to participate in a wide variety of cultural, social, educational, and recreational programs. The multipurpose building features a 350-seat theater, bookstore, SSI Service Center, and the Multicultural Center, all on the ground floor. The first floor offers a dining area with seating for 350, an outdoor terrace, and a large food servery. Also included on the first floor is a 5,000-square foot multipurpose room designed for dances, concerts, banquets, and lectures, as well as the student union administrative offices, Information Center, and Off-Campus and Commuter Services.

The second floor houses the Student Affairs offices of the Vice President, Assistant Vice President, Fraternity and Sorority Life, Student Leadership and Involvement, LGBTQQA Services, and Judicial Affairs and Student Assistance. The Student Services, Inc. Business Office and the department of Campus Activities, along with student clubs and organizations, are also located on the second floor. The third floor Frederick Douglass Lounge Area features a 20-unit computer lab with quiet study and seminar space. Sykes Union also features 16 meeting rooms accommodating groups from 5 to 500.

For information concerning Sykes Union please call the Information Center at 610-436-3360/2984.

Women's Center

The Women's Center promotes a campus community that values the safety, equality, and intellectual advancement of women at West Chester University. The Women's Center serves the diverse needs of WCU women and their male allies by providing

- confidential support, assistance, and safe space for WCU women in crisis;
- educational programs that address a wide range of social-justice issues that affect the success, well-being, and empowerment of women worldwide;
- leadership and volunteer opportunities

for women that build confidence and enhance career goals;

- information and referrals about issues that disproportionately impact women, such as sexual assault, relationship violence, sexual harassment, unplanned pregnancy, and disordered eating; and
- special events, workshops, and training that promote awareness of the ways in which gender bias intersects with racism, classism, homophobia, and other forms of oppression.

The Women's Center is located at 220 Lawrence Center. For more information, including opportunities for student volunteers, internships, and paid employment, call 610-436-2122.

Graduate Student Association

The Graduate Student Association (GSA) is the student government of all persons enrolled in graduate programs. The primary objective of GSA is to promote the overall well-being of graduate students at West Chester University. All graduate students are members of the association by virtue of their graduate status. The GSA office is located in Sykes Student Union.

International Education

The Center for International Programs (CIP) serves as the hub for all global activities at West Chester University. The office provides guidance and assistance to international students and exchange visitors from more than 35 countries, faculty developing their own faculty-led study abroad programs, and domestic/international students seeking opportunities to study or conduct an internship abroad. It maintains certification from the Student and Exchange Visitor Program (SEVP) to issue immigration documents leading to F and J visas as well as coordinates the University-based English as a Second Language (ESL) program. The Center for International Programs is located at 101B Old Library. More information is available by calling 610-436-3515 or e-mailing international@wcupa.edu.

Institute for Women

The Institute for Women was initially designed to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by a director and board of directors. Along with the Commission on the Status of Women, Women's Center, and Women's Studies Program, the Institute for Women engages in campus activities for the benefit of women students,

faculty, and staff.

The institute sponsors a number of activities to enhance the self-esteem and career success of women at the University: the Woman-in-Residence Program, Graduate Grant, and Endowed Book Fund. The institute prepares periodic reports on the status of women at the University and also secures Charlotte W. Newcombe Scholarship Grants for mature second-career women. The Institute for Women offers an annual grant of \$750 to a woman graduate student who is accepted into a master's degree program at West Chester University. Application and reference forms may be obtained online at http://www.wcupa.edu/_admissions/sch_dgr/pdf/gradgrantapp.pdf or from the Office of Graduate Studies in McKelvie Hall. For more information call Dr. Adale Sholock, director, at 610-436-2122.

Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or nondegree admission standards. The University participates in the new G.I. Bill's Yellow Ribbon Program.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the Veterans Affairs Office at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires students who are veterans to schedule at least nine credits per semester in order to receive full benefits under the G.I. Bill.

A representative of the Veterans Administration is in the office of Financial Aid, 25 University Avenue, to counsel and act as a liaison between students and the Veterans Affairs Office in financial and other matters.

The WCU Veterans Center is located at 624 South High Street. A gathering space is available for veterans to meet with one another, support each other in their educational pursuits, and facilitate conversations between them as they share their experiences.

The Frederick Douglass Society

Drawing its content from our campus

history of social consciousness and its structure from a variety of models in public life, the Frederick Douglass Society of West Chester University is an organization of faculty, staff, and students who embrace Frederick Douglass' quest for freedom and inclusiveness. Named in 1983 for one of the 19th century's most distinguished advocates of human freedom, the organization is oriented toward self-help and improvement by offering a collective voice in the affairs of the University. Its programs also aim to stimulate other groups on campus to enrich the climate. The society annually raises money for scholarship funds, including the Frederick Douglass Junior Ambassador Scholars of West Chester University. It also seeks, by the example of Douglass, to promote an intellectual standard that is not only grounded in excellence but profoundly rooted in the public mission of higher education.

Honor Societies

The University actively hosts several academic and honor-based societies. Under-graduates encompass the membership of these organizations, but a graduate student who is already a member may participate in activities. The organizations currently recognized are Beta Alpha Psi, Pi Kappa Delta, Lambda Pi Eta, Chi Sigma Iota, Omicron Delta Pi, Kappa Delta Pi, Chi Alpha Epsilon, Sigma Tau Delta, Alpha Mu Gamma, Gamma Theta Upsilon, Sigma Gamma Epsilon, Phi Alpha Theta, Phi Epsilon Kappa, Omicron Delta Kappa, Alpha Upsilon Alpha, Pi Mu Epsilon, Pi Kappa Lambda, Sigma Theta Tau, Sigma Pi Sigma, Pi Sigma Alpha, Psi Chi, Pi Gamma Mu, Phi Alpha, Alpha Kappa Delta, Delta Alpha Pi, Alpha Psi Sigma, Pi Delta Phi, Sigma Delta Pi, and Sigma Iota Epsilon. Additionally, the fraternity and sorority community recognizes Gamma Sigma Alpha, Rho Lambda, and Order of Omega honor societies.

Campus Recreation

A new Student Recreation Center, located at the corner of North Campus Drive and South New Street, opened fall 2012.

The 72,575 square-foot facility provides students with a wide variety of recreational activities promoting health, fitness, and wellness. The building features state-of-the-art fitness equipment with cardio and strength-training pieces on a two-level, 12,000 square-foot area. Other amenities include an elevated three-lane walking/jogging track; two gyms for basketball, badminton, and volleyball; a multiactivity court for indoor soccer, floor/roller/field hockey, basketball, volleyball, and tennis; three fitness studios; two fitness assessment rooms for personal training; racquetball/squash courts; a three-story climbing wall; a café; and social lounge area.

The Student Recreation Center will also be the site for several intramural sports and sport club events as well as a venue for open recreation – a time for students to just stop by to play “pick-up” games. For more information, please contact the Department of Campus Recreation at 610-436-1732.

Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (the Counseling Center) is located on the second floor of Lawrence Center (610-436-2301). All currently enrolled undergraduate and graduate students may walk in for a brief, triage assessment at which time a determination is made to help the student receive the most appropriate mode of treatment (e.g., individual, group, or a referral off campus). The Counseling Center includes licensed psychologists, consulting psychiatrists, and graduate-level trainees with whom students may discuss their concerns in strict confidence.

Counseling Services

Since the Counseling Center provides services for a wide range of concerns, each student's experience will be tailored to his or her needs. Students may wish to improve their interpersonal skills, resolve personal conflicts, or clarify their educational or vocational choices. Any of the following approaches may be implemented to address a student's concerns:

1. Individual psychological counseling

consists of a brief form of treatment in which the counselor and the student engage in a one-to-one experience. The focus is typically on resolving personal or interpersonal conflicts. The goal is to improve the student's expertise at making meaningful choices and recognizing patterns of behavior that can be changed for the better. Counseling also may help students avoid choosing behaviors that restrict personal growth and undermine their well-being.

2. Group counseling

consists of a small number of peers and one or two co-leaders. Such groups meet weekly with a goal of improving interpersonal relationships. In addition, some groups have a very specific focus. Past groups have included students who have experienced the death of a parent or family member, an examination of bad habits that block personal growth, eating disorders, and assertiveness training. An updated list of ongoing groups can be found on the Counseling Center's webpage (www.wcupa.edu/counseling-center).

3. Individual career counseling

consists of a one-to-one experience that focuses on clarifying the student's interests and career aspirations. Career choice is most solid when it is an outgrowth of better understanding oneself. Such understanding is advanced by the thoughtful exploration of values, interests, and abilities.

4. Testing may include psychological or vocational interest tests

which can help clarify educational choice and career planning. The student and counselor can determine whether such testing might be helpful. The Counseling Center does not offer disability testing; please contact the Office of Services for Students with Disabilities (OSSD) for off-campus sites.

5. Consultation services for staff and faculty

are available on a limited basis. Psychologists may be able to assist with crises, program planning, group and interpersonal communications, and referrals to other agencies.

Structure of the University

COLLEGE OF ARTS AND SCIENCES

Lori Vermeulen, *Dean*

K. Hyojeon Yoon, *Interim Associate Dean*

Anthropology and Sociology	Liberal Studies
Biology	Mathematics
Chemistry	Pharmaceutical Product Development
Communication Studies	Philosophy
Computer Science	Physics and Pre-Engineering
English	Pre-Medical Program
Geology and Astronomy	Psychology
History	Women's and Gender Studies
Interdisciplinary Programs	
Languages and Cultures	

COLLEGE OF BUSINESS AND PUBLIC AFFAIRS

Christopher M. Fiorentino, *Dean*

Michelle Patrick, *Associate Dean*

Accounting	Marketing
Criminal Justice	Political Science
Economics and Finance	Public Administration
Geography and Planning	Social Work (Undergraduate)
Management	Social Work (Graduate)

COLLEGE OF EDUCATION

Kenneth Witmer, *Dean*

George Drake, *Associate Dean of Curriculum and Accreditation*

Sally A. Winterton, *Interim Associate Dean of Partnerships, Grants, and Faculty Development*

Counselor Education	Professional and Secondary Education
Early and Middle Grades Education	Special Education
Literacy	Teacher Certification

COLLEGE OF HEALTH SCIENCES

Raymond Zetts, *Interim Dean*

Charlotte Mackey, *Interim Associate Dean*

Communication Sciences and Disorders	Nursing
Health	Nutrition
	Sports Medicine

COLLEGE OF VISUAL AND PERFORMING ARTS

Timothy V. Blair, *Dean*

John Villella, *Associate Dean*

Art	School of Music
Theatre and Dance	Applied Music
	Music Education
	Music Theory, History, and Composition

Programs of Study and Course Offerings

Guide to the Catalog

The arrangement of course offerings is alphabetical by either department or program of study.

Students may obtain a typical sequence of courses for any program from the office specified in this catalog.

Please note that all courses, course descriptions, course sequences, and course substitutions are subject to change. Current information is available from the appropriate department chair, graduate coordinator, or program adviser.

Accounting — See Business

Anthropology and Sociology

102 Old Library Building
 West Chester University
 West Chester, PA 19383
 610-436-2556
 Dr. Johnston, *Chairperson*

PROFESSORS

Susan L. Johnston, Ph.D., *University of Pennsylvania*
 Douglas McConatha, Ph.D., *University of Utah*
 Paul A. Stoller, Ph.D., *University of Texas at Austin*

ASSOCIATE PROFESSORS

Bonita Freeman-Whitthoft, Ph.D., *University of Pennsylvania*
 John Leveille, Ph.D., *University of California, San Diego*
 Lisa C. Ruchti, Ph.D., *University of Pittsburgh*
 Heather Wholey, Ph.D., *Catholic University of America*
 Jacqueline Zalewski, Ph.D., *Loyola University Chicago*

ASSISTANT PROFESSORS

León Arredondo, Ph.D., *City University of New York*
 Miguel Ceballos, Ph.D., *University of Wisconsin-Madison*
 Valerian DeSousa, Ph.D., *University of Illinois at Urbana-Champaign*
 The Department of Anthropology and Sociology offers, on a limited basis, graduate courses in anthropology and sociology to graduate students from other areas as well as to advanced undergraduate majors and nonmajors.

COURSE DESCRIPTIONS

SOCIOLOGY

Symbol: SOC

515 Mental Illness in Social Context (3) A sociological perspective on the cause and treatment of mental disorders, including a critical analysis of public policy on mental health services.

518 Applied Gerontology (3) Design and development of programs to provide services for the aging

population in order to assist them to live as independent members of their communities.

519 Geriatrics (3) A detailed discussion of physical and mental disabilities and diseases that often accompany the aging process. Methods of treatment for these disorders will also be presented. Opportunities for short-term placement in long-term care facilities may be available.

522 Gerontology (3) Information on past and present trends concerning services to the elderly. Discuss-

sions on contemporary gerontological problems and factors affecting the treatment of the elderly. This broad-based, introductory course is for those interested in the aging population.

532 History of Sociological Theory (3) Development of sociological thought.

590 Independent Studies in Sociology (1-3)
 PREREQ: Approval of instructor and department chairperson.

Art

E.O. Bull Center for the Arts
 West Chester University
 West Chester, PA 19383
 610-436-2871
 Mr. Baker, *Chairperson*

PROFESSORS

John Baker, M.F.A., *University of Delaware*
 Richard E. Blake, B.F.A., *Tyler School of Art at Temple University*
 Virginia da Costa, Ph.D., *University of California, Santa Barbara*
 Margaret Schiff Hill, M.F.A., *Syracuse University*
 Gus V. Sermas, M.F.A., *University of Wisconsin*

ASSOCIATE PROFESSORS

Henry P. Loustau, M.F.A., *University of Illinois at Urbana-Champaign*
 Nancy J. Rumfield, Ph.D., *Nova Southeastern University*
 Donna Usher, M.F.A., *University of Delaware*
 Sally Van Orden, M.F.A., *Texas Tech University*

ASSISTANT PROFESSORS

Belinda Haikes, Ph.D., *Virginia Commonwealth University*
 Erica Loustau, M.F.A., *University of Pennsylvania*
 Heather Sharpe, Ph.D., *Indiana University, Bloomington*
 Kate Stewart, M.F.A., *University of Pennsylvania*

The Department of Art offers, on a limited basis, graduate courses in art to graduate students from other areas.

COURSE DESCRIPTIONS ART

Symbol: ART unless otherwise noted.

ARH 500 Art Seminar (3) Special topics to be announced for studio and art history. Offered periodically as appropriate. PREREQ: Permission of instructor.

516-517 Painting I-II (3) (3) Extensive experimentation in studio problems and directions. The strategies of technique and a personal style are explored. Each section of this course varies with the instructor.

520 Painting: Independent Projects (3) Individualized instruction at an advanced level. Development of professional, personal, and imaginative statements leading to formation of the student's pictorial identity.

521 Sculpture I (3) Introduction to sculpture via the fundamentals of 3-D design. Use of basic tools, development of skills, techniques, and processes in

creating sculpture. Projects in plaster, clay, stone, and wood.

531 Ceramics I (3) Ceramic techniques and aesthetics of clay, leading toward development of creative expression. Exercises in hand-built and wheel-thrown forms. Formulation of clay bodies, glaze bodies, and calculations; loading and kiln firing techniques. Also, basic exercises for elementary and secondary teaching levels.

532 Ceramics II (3) Further development of expression for those who have mastered basic ceramic processes. Research in clay bodies, glaze chemistry, firing techniques, and kiln construction. Creative problems.

533 Ceramics: Studio Problems (3) Individual projects involving the total or specialized areas of the ceramic process. Practical experience through helping to maintain the ceramic complex.

534 Ceramics: Independent Projects (3)

541 Printmaking: Relief, Independent Projects (3) Advanced study with individualized instruction. Collagraph, lino-cut, and woodcut techniques. Combining various printing processes with relief printmaking.

546 Drawing: Independent Projects (3) Advanced study with individualized instruction. Emphasis on professional, personal, and imaginative statements leading to the student's iconographic identity.

553 Intermediate Photography (3) An intermediate course for those who have had a basic photography course or previous photographic experience. Students must supply 35mm adjustable camera and printing and processing materials. PREREQ: ART 552.

554 Advanced Still Photography (3) Lecture and laboratory experiences in large format, and electronic visual production. PREREQ: ART 552 and 553.

590 Independent Studies in Art (1-3)

Astronomy— See Geology and Astronomy

Biology

175 Schmucker Science Center North

West Chester University

West Chester, PA 19383

610-436-2538

Dr. Waber, *Chairperson*

Dr. Fan, *Graduate Coordinator*

PROFESSORS

Sharon E. Began, Ph.D., *Southern Illinois University at Carbondale*

John T. Beneski, Jr., Ph.D., *Washington State University*

Steven L. Broitman, Ph.D., *Princeton University*

Giovanni Casotti, Ph.D., *Murdoch University*

G. Winfield Fairchild, Ph.D., *University of Michigan*

Frank Eliot Fish, Ph.D., *Michigan State University*

Maureen T. Knabb, Ph.D., *University of Virginia*

Gustave Mbuy, Ph.D., *University of Cincinnati*

Leslie B. Slusher, Ph.D., *Pennsylvania State University*

Harry M. Tiebout III, Ph.D., *University of Florida*

Jack Waber, Ph.D., *University of Hawaii*

ASSOCIATE PROFESSORS

Xin Fan, Ph.D., *University of Pennsylvania*

Oné R. Pagán, Ph.D., *Cornell University*

Greg Turner, Ph.D., *Fordham University*

ASSISTANT PROFESSORS

Josh Auld, Ph.D., *University of Pittsburgh*

Anne Boettger, Ph.D., *University of Alabama at Birmingham*

Erin Gestl, Ph.D., *Pennsylvania State University*

Judith J. Greenamyer, D.V.M., *Ohio State University*

John Pisciotta, Ph.D., *Johns Hopkins University*

Jessica Schedlbauer, Ph.D., *University of Idaho*

Admission Requirements

Applicants must meet the general requirements for admission to degree study at West Chester University. Applicants must submit two letters of recommendation as part of their application to graduate study. Applicants must include a one-page written statement that outlines their reasons for pursuing graduate study in biology and the specific area of biology in which they are interested. Applicants must fill out a supplemental application for graduate study in biology by

the end of their first semester of study, available from the biology coordinator, in which they identify their preferred adviser and indicate whether they intend to pursue the thesis or nonthesis option, and whether they intend to be a full-time or part-time student.

Minimum academic prerequisites for admission include two semesters of general chemistry, two semesters of organic chemistry, one semester of physics, one semester of calculus, one course in statistics, and 17 semester credits of course work in the biological sciences. Because of space and personnel limitations, admission of academically qualified applicants is contingent upon the availability of laboratory space, the adviser whom they identify, and the appropriateness of the student's background to the chosen area of concentration.

The M.S. in biology may be completed under either the thesis or nonthesis option. Switching between the two options is possible early in the program, but will require the student to organize a new advisory committee, take additional courses, and spend additional time completing the program.

The supplemental application form will not be required to be admitted into the graduate program. Instead, students (thesis and nonthesis) will have until the end of their first semester to choose an adviser and a committee. Continued enrollment in the program is contingent upon the student finding a faculty member who is willing to act as his or her adviser.

DEADLINE DATES FOR APPLICATIONS: April 15 for all students wishing to be considered for graduate assistantships for the following September; April 15 for the fall semester; October 15 for the spring semester. Students who do not wish an assistantship can apply throughout the year to enter the program.

MASTER OF SCIENCE IN BIOLOGY

Curriculum

Thesis Option

30 semester hours

I. Required core

9 semester hours

BIO 591, 592*, 610 **

II. Research methods core

6 semester hours

Select two from BIO 511, 513, 514, 515

* A letter grade must be assigned for BIO 591 before the student may enroll in BIO 592.

** A letter grade must be assigned for BIO 592 before the student may enroll in BIO 610.

III. Concentration courses	6 semester hours	Nonthesis Option	36 semester hours
Select two courses from BIO 535, 536, 537, 590 BIO 535/536/537 (topics courses) may be repeated for credit as long as the topic is different.		BIO 511 Three research techniques courses: BIO 513, 514, 515 Three different course topics areas: BIO 535, 536, 537 BIO 591	24 semester hours
IV. Electives	9 semester hours	II. Electives	12 semester hours
Any course listed in II or III above Any other 500-level biology course Up to 6 semester hours of 400-level courses, where no 500-level component is available Up to 6 semester hours of graduate course work from another department or university, but only with prior departmental approval		See general information for details and restrictions.	
To complete BIO 591 successfully, the student must present the thesis proposal to his/her thesis advisory committee and demonstrate a fundamental understanding of the principles of biology underlying the proposed research. At that time, the committee also will examine the student on his/her understanding of other related areas of biology. Students who demonstrate a poor understanding of their chosen field must correct their deficiencies.		To complete BIO 591 successfully, the student must present the results of the project in an open seminar. In addition, during or immediately after the final semester of course work in the nonthesis program, the student must pass a written comprehensive examination prepared by the student's advisory committee. Students who fail this examination will not receive their degree.	
To complete BIO 610 successfully, the student must present the thesis research in an open seminar and also pass a final thesis defense before the thesis committee. The degree will not be awarded until the thesis has been accepted by the student's committee and signed by the dean of graduate studies.		General Information and Restrictions on Electives	
Part-Time Students		With the prior consent of his or her advising committee, a thesis student may take a maximum of six semester hours at the graduate level in allied disciplines, and a maximum of six biology semester hours at the 400 level. A nonthesis student may take a maximum of nine semester hours at the graduate level in allied disciplines, and a maximum of six biology semester hours at the 400 level. All 400-level courses must be among those listed as acceptable for graduate students in the Graduate Catalog. With the consent of his or her advising committee, any student also may transfer in six semester hours of graduate-level work from another university.	
Part-time students will be required to take the same group of courses as full-time students except they must complete BIO 591 (thesis proposal) by the end of their third year. As with the full-time students, part-time students cannot sign up for BIO 592 unless they have obtained a letter grade for BIO 591. In addition, they must sign up for BIO 610 (thesis) by the start of their sixth year and complete it by the end of that year.		BIO 593 may not be counted towards the 30 semester hours required for graduation in the thesis option.	
		BIO 592, 593, and 610 may not be counted towards the 36 semester hours required for graduation in the nonthesis option.	

COURSE DESCRIPTIONS

BIOLOGY

Symbol: BIO

Courses are divided into three groupings: graduate only, combined graduate and undergraduate, and acceptable undergraduate courses.

Numbers in parentheses at the end of course descriptions indicate the number of hours of lecture and lab, respectively. Prerequisite for graduate course attendance is admission to the degree program or permission of the graduate coordinator and the dean of graduate studies. Prerequisites for specific courses are given.

The following are the graduate-only courses in the biology program:

511 Experimental Design and Analysis (3) An introduction to the design and analysis of biological research. An independently conducted research project is a required part of the course. Lab BIL 511 (2, 1) PREREQ: Basic statistics.

513 Research Techniques in the Biological Sciences I (3) An introduction to the theory and application of histological techniques, and light and electron microscopy. (0, 3)

514 Research Techniques in the Biological Sciences II (3) Introduces students to the theory and practical application of selected techniques in biological research, such as radioisotope labeling techniques, spectrophotometry, and various chromatographic procedures. (0, 3)

515 Research Techniques in the Biological Sciences III: Computer Applications in Biological Research (3) Use of computers in biological research and data analysis. Topics include image analysis, modeling, and database access for proposal or presentation preparation. (0, 3)

530 Human Genetics (3) Basic genetic theories as they apply to the study of humans; chemical basis of inheritance; biochemical variation; cytogenetics; somatic cell development, behavioral, and population genetics of man; immunogenetics; quantitative inheritance, treatment, and prevention of genetic disorders; relationships between viruses, genes, and cancer; social, legal, and psychological aspects of human genetics. (3, 0) PREREQ: Introductory genetics.

◆ **535 Course Topics in Biology I (3)** Lecture/ seminar course on the latest topics in ecology, evolution, or organismal biology. Specific content varies depending on faculty involved. Offered in rotation with BIO 536 and 537. May be repeated for credit if a different topic is presented. (3, 0)

◆ **536 Course Topics in Biology II (3)** Lecture/ seminar course on the latest topics in microbiology, immunology, or molecular genetics. Specific content varies depending on faculty involved. Offered in rotation with BIO 535 and 537. May be repeated for credit if a different topic is presented. (3, 0)

◆ **537 Course Topics in Biology III (3)** Lecture/ seminar course on the latest topics in cell biology, physiology, or development. Specific content varies depending on faculty involved. Offered in rotation with BIO 535 and 536. May be repeated for credit if a different topic is presented. (3, 0)

538 Design, Analysis, and Adaptation Conceptual Science I (3) The pragmatic application of advanced biological content in secondary science lesson design, implementation, and assessment with respect to contemporary science education curricular standards. PREREQ: Minimum of three, 500-level graduate credits in biology, Pennsylvania secondary certification (or equivalent) in a science discipline, or permission of instructor.

539 Design, Analysis, and Adaptation of Con-

ceptual Science II (3) The pragmatic application through collaboration of advanced biological content in secondary science lesson design, implementation, and assessment with respect to contemporary science education curricular standards. The emphasis is on thematic, integrated, and interdisciplinary unit design. PREREQ: BIO 538, a minimum of six 500-level graduate credits in biology, Pennsylvania secondary certification (or equivalent) in a science discipline, or permission of instructor.

568 Comparative Vertebrate Physiology (3) General theoretical and applied principles of the physiology of various animal cells, tissues, and organs, with an emphasis on homeostasis and mammalian physiology. Lab BIL 568. (3, 3) PREREQ: One year of organic chemistry, statistics.

590 Directed Study in Biology (3) In-depth study of the literature of a specific topic in biology, under the direction of a biology faculty member. Students will read, analyze, discuss, and summarize relevant peer-reviewed journal articles. Field or laboratory work may be part of the course, but no research project is to be required. PREREQ: At least one undergraduate course in the topic, plus permission of the department's graduate committee. BIO 590 may not be taken more than once in the student's graduate career.

591 Directed Research I (3) To be taken when the student begins his/her thesis research. Includes a comprehensive literature search and development of specialized techniques. This course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty and is required for degree candidacy.

592 Thesis Research (3) A continuation of thesis research. Credit is awarded for this course once

◆ This course may be taken again for credit.

all experimental work for BIO 610 (thesis) has been completed and approved at a meeting of the student's thesis committee proposed and initiated in BIO 591.

593 Directed Research III (3) A continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator. (Does not count towards 30 credits required for graduation.)

610 Thesis (3) Completion of the thesis project. Includes presentation at an open seminar, and the defense of the thesis as presented to the committee.

The following courses are combined graduate and undergraduate courses. Graduate students will be expected to complete additional course work beyond that required of undergraduate students, as described in the course syllabus provided by the instructor.

531 Molecular Genetics (3) This course exposes graduate students interested in gene manipulation to up-to-date information in prokaryotic and eukaryotic genetics. (3, 0) PREREQ: Introductory genetics, one year of organic chemistry.

564 Microbial Physiology (3) Physiology and biochemical variations are studied in the prokaryotes and lower eukaryotes. Lab BIL 564. (3, 3) PREREQ: Microbiology, genetics, and organic chemistry.

565 Immunology (4) Immunoglobin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. Lab BIL 565. (3, 3) PREREQ: Microbiology, one year of organic chemistry.

566 Plant Physiology and Biochemistry (3) Plant-cell physiology, including respiration, photosynthesis, enzyme catalysis, auxins, and membrane phenomena. Lab BIL 566. (2, 3) PREREQ: College botany, organic chemistry.

567 Endocrinology (3) An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormone imbalance will be included. (3, 0) PREREQ: Cell physiology and mammalian physiology.

568 General Animal Physiology (4) General theoretical and applied principles of the physiology of various animal cells, tissues, and organs, with an emphasis on homeostasis and mammalian physiology. Lab BIL 568. (3, 3) PREREQ: One year of organic

chemistry, statistics.

570 Population Biology (3) A quantitative second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. Lab BIL 570. (2, 3) PREREQ: General ecology, statistics, calculus.

571 Wetlands (3) A course designed to provide practical experience in wetlands classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. Lab BIL 571. (2, 3) PREREQ: Eight hours of biology or permission of instructor.

575 Plant Communities (3) A survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. Lab BIL 575. (2, 3) PREREQ: General biology.

576 Freshwater Ecology (3) The environmental and biological characteristics of freshwater. Emphasis is placed on field methods, water quality evaluation based on the interpretation of comprehensive datasets, and management strategies for lakes, ponds and streams. Lab BIL 576. (2, 3) PREREQ: General chemistry.

580 Light Microscopy and the Living Cell (3) Theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as microinjection, cell electrophysiology, and others. Strong emphasis on "hands-on" work with equipment. (2, 2)

584 Epidemiology (3) A general study of the epidemiology of both infectious and environmentally related health problems. Methods of interviewing and data collecting also are included. (3, 0) PREREQ: Microbiology.

The following courses are senior-level undergraduate courses that are acceptable for graduate students. Graduate students should expect to be graded by the same standards as the undergraduate students. Selection of these courses must be done with the approval of the student's adviser.

421 Cell and Molecular Biology (4) A lecture and laboratory course covering the molecular bases of cellular life. Eukaryotic cell structure and function will be emphasized. Lab BIL 421. (3, 3) PREREQ: Cell physiology, one year of organic chemistry.

428 Animal Histology (3) Structure and function

of animal tissues and organs. Lab BIL 428. (2, 2) PREREQ: Zoology.

435-438 Course Topics in Biology (1-3) Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, among others.

448 Animal Development (4) Introduction to principles of animal development with laboratory study of selected vertebrate embryos. Lab BIL 448. (3, 3) PREREQ: Cell physiology, genetics, zoology.

452 Parasitology (3) Morphology and life cycles of the important parasites of man and animals. Emphasis is on identification of diagnostic forms and understanding of diseases associated with parasites. (3, 0) PREREQ: Zoology, microbiology.

454 Mycology (3) An introductory course, including a general study of the biology of fungi and a survey of the field of medical mycology. (3, 0) PREREQ: Microbiology.

456 Virology (3) Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cells. (2, 3) PREREQ: Genetics, microbiology, one year of organic chemistry.

457 Functional Animal Morphology (3) A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective. (3, 0) PREREQ: General zoology.

473 Conservation Biology (3) The application of basic biological and ecological principles for the preservation of biological diversity. Emphasis will be on understanding the threats to biodiversity, the values of biodiversity, and preservation strategies including ecological risk assessment and the management of endangered species, habitats, and ecosystems. PREREQ: Botany or zoology and ecology.

474 Microbial Ecology (4) Theory and application of modern microbial ecology. Lectures will focus on topics such as microbial communities, interactions with other organisms, biogeochemistry, and biotechnology. Lab BIL 474. (3, 3) PREREQ: Microbiology, ecology, general chemistry.

485 Systematic Botany (3) Principles of taxonomy and biosystematics. Selected plant families from tropical and temperate zones. Each student develops a proficiency in the use of modern flora and knowledge of the common species of the spring flora of Chester County. Lab BIL 485. (2, 3) PREREQ: Botany.

Business Administration

Graduate Center

1160 McDermott Drive

West Chester University

West Chester, PA 19383

610-436-2608

Fax: 610-436-2439

E-mail: mba@wcupa.edu

Dr. Christ, *M.B.A. Director*

Program of Study

West Chester University offers an M.B.A. program which is

- designed for professional growth and career advancement,
- multidisciplinary,
- relevant for today's changing business climate, and
- innovative, convenient, and an exceptional educational value.

Students have full access to all University resources.

The University's M.B.A. program seeks motivated individuals with diverse backgrounds who have demonstrated quality performance as an undergraduate.

The West Chester University M.B.A. program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business, an international accrediting agency for quality business management programs.

Evening M.B.A.

The evening M.B.A. program is designed for a wide range of participants who share a desire for professional growth and career advancement. Students have diverse backgrounds representing a wide variety of baccalaureate degrees, work experiences, and career goals. The evening M.B.A. is a hybrid learning program that uses a combination of in-class and online meetings. Classes meet for seven weeks.

Online M.B.A.

The M.B.A. program offers an online option for students seeking to complete their degree through distance education. All courses in the

M.B.A. program can be taken online except for MKT 699 (Residency Seminar), which must be taken on campus. The online M.B.A. follows the same curriculum and term structure as the evening M.B.A. program. Online M.B.A. courses are primarily taught asynchronously with students being required to meet certain learning, assessment, and other requirements within a stated time period. However, certain elements of some courses may require that students be accessible online at a specific date and time. Additionally, some courses may require students to submit to proctored assessments.

Students are permitted to take courses in both the evening and the online options. However, preference for course enrollment is given to students who have indicated they are pursuing their M.B.A. through a specific option.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Course titles and descriptions are under Accounting, Economics and Finance, Management, and Marketing.

Curriculum 52 semester hours

I. Foundation courses (maximum 18 semester hours)

ACC 500, BLA 501, ECO 500, FIN 500, MGT 500, and MKT 501

Prerequisites are not applied to degree credit.

M.B.A. students are assumed to have a working knowledge of algebra.

M.B.A. candidates may have satisfied these required courses if they received a C or better in an undergraduate equivalent as well as their undergraduate degree in the six years prior to acceptance. Before M.B.A. acceptance, applicants may take comparable undergraduate courses to meet the foundation requirements at any accredited two-year or four-year college.

Once accepted into West Chester University's M.B.A. program, students must take foundation courses at the graduate level either at West Chester University or another approved institution. All foundation course work is expected to be completed before a student can take core or concentration courses. Exceptions to this requirement can only occur with prior written consent of the M.B.A. director.

II. Core courses 31 semester hours

ACC 601; FIN 601; MGT 604, 611, 614, 661, 699; MKT 603, 605, 699 (1); MIS 601

III. Elective course 3 semester hours

Admission Requirements

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to a graduate program. Evaluation for admission to the M.B.A. program is based on the following requirements.

M.B.A. Admission Formula Score

A significant portion of the criteria used to evaluate applicants for admission to the M.B.A. program is based on the following:

- Grade point average (GPA) with emphasis on the last 60 college credits - evaluated on a 4.0 scale
- Scores on the Graduate Management Admission Test (GMAT) - minimum overall score of 450

In general, admission to the WCU M.B.A. will be determined using the following M.B.A. admissions formula score:

(GPA x 200) + GMAT score > 1100

In addition to the criteria noted above, the formula score can be affected to a lesser degree by other factors including professional work

experience, quality of previous educational experience, and additional indicators of success. Additionally, students are expected to score in the 20th percentile or higher on the GMAT for both the verbal and quantitative portions of the test. The M.B.A. program also will accept scores for the ETS Graduate Record Examination (GRE) for tests taken after August 2011. Candidates submitting the GRE are expected to score in the 20th percentile or higher on both the verbal and quantitative portions of the test. Additionally, candidates submitting the GRE must meet the equivalent of a 450 GMAT score. The comparison of the GRE total score to the GMAT total score will be, in part, determined using a GMAT comparison tool accessible through the ETS website (www.ets.org).

Applicants possessing a formula score less than 1100 but greater or equal to 1000 may also be considered for admission to the University's M.B.A. program through the M.B.A. pre-qualifier program. Students following this route must meet all requirements of the M.B.A. pre-qualifier program before being admitted into the M.B.A. program. To be considered for admission through the M.B.A. pre-qualifier program, applicants must

- possess a formula score between 1000 and 1099,
- complete ALL M.B.A. program foundation courses,
- attain a cumulative B+ (3.33) average for all foundation courses,
- achieve a minimum grade of B (3.0) or better in each foundation course.

Application Requirements

Applicants must submit all official undergraduate transcripts demonstrating quality performance at the undergraduate level; appropriate scores from the Graduate Management Admissions Test (GMAT); an essay on career plans; a current resume; and two letters of recommendation. Registration for M.B.A. courses must be approved by the M.B.A. director.

Degree Candidacy

For degree candidacy approval, students must maintain a minimum cumulative grade point average (GPA) of 3.0 in all M.B.A. courses, be fully matriculated, and have completed all foundation courses.

Graduation Requirement

Students must maintain a minimum cumulative GPA of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses.

Graduate Business Certificate

18 semester hours

The graduate business certificate consists of the M.B.A. program's six foundation-level courses: ACC 500, BLA 501, ECO 500, FIN 500, MGT 500, MKT 501.

The graduate business certificate is open to students who have completed an undergraduate degree from an accredited college or university. The Graduate Management Admissions Test (GMAT) is not required for the graduate business certificate.

Students who successfully complete the graduate business certificate may apply to the M.B.A. program; however, these applicants must still meet the requirements for admission to the M.B.A. Grades from courses in the graduate business certificate may be used to assess students' previous GPA as part of the M.B.A. admission evaluation.

Course Transfer or Waiver

Students may use previous course work to satisfy requirements for one course within the graduate business certificate.

The course work must match the requirements for the course and have been taken within the last six years from the time application is made for the certificate program.

Accounting

Dr. Fuller, *Chairperson* (610-436-3460)

PROFESSOR

A.J. Cataldo II, C.P.A., Ph.D., *Virginia Polytechnic Institute and State University*

COURSE DESCRIPTIONS

ACCOUNTING

Symbol: ACC

500 Financial Reporting and Analysis (3) A study of financial recording for describing the fiduciary status of an organization, including the reporting of assets, liabilities, stockholders' equity, revenues,

ASSOCIATE PROFESSORS

Kevin E. Flynn, C.P.A., M.S., *Drexel University*
 Lori Fuller, Ph.D., *Arizona State University*
 Peter Oehlers, C.P.A., D.B.A., *Louisiana Tech University*

ASSISTANT PROFESSOR

Richard Barndt, C.P.A., M.B.A., *La Salle University*

and expenses. The course also includes analysis of financial information as the basis for management decisions. This course is designed for students admitted to the M.B.A. program without recent course work in accounting and is equivalent to two undergraduate courses.

601 Strategic Cost Management (3) Cost management across the supply chain is integrated with

strategic analysis to understand the role of financial and nonfinancial information in operational and strategic decision making. Topics include value-chain analysis, cost-driver analysis, activity-based management, line of business evaluation, technology costing, quality cost management, and the balanced scorecard. The importance of ethical conduct also is covered. PREREQ: MKT 603.

Economics and Finance

Dr. Benzing, *Chairperson* (610-436-3460)

PROFESSORS

Cynthia D. Benzing, Ph.D., *Drexel University*
 Orhan Kara, Ph.D., *University of Wisconsin - Milwaukee*

ASSOCIATE PROFESSORS

Thomas P. Andrews, Ph.D., *Temple University*
 David J. Doorn, Ph.D., *North Carolina State University*
 Huimin (Amy) Li, Ph.D., *Drexel University*
 Thomas W. Tolin, Ph.D., *University of Houston*

Lei Zhu, Ph.D., *Drexel University*

ASSISTANT PROFESSORS

Simon Condliffe, Ph.D., *University of Delaware*
 Kevin Dunleavy, Ph.D., *Duke University*
 Ebru Isgin, M.A., *Rutgers University*
 Thomas O. Miller, Ph.D., *Pennsylvania State University*
 David S. Pedersen, Ph.D., *Drexel University*
 Roberta Schini, Ph.D., *University of Pennsylvania, The Wharton School*
 Bahar Ulupinar, Ph.D., *Louisiana State University*
 Dazhi Zheng, Ph.D., *Drexel University*

COURSE DESCRIPTIONS

ECONOMICS

Symbol: ECO

500 Data Analysis for Decision Making (3) This course covers the basic concepts of business statistics, data analysis, and management science in a spreadsheet environment. Topics include probability distributions, hypothesis testing, regression, forecasting, simulation, and optimization. This course gives students hands-on experience in analyzing data for practical decision making. It is designed for students admitted to the M.B.A. program without recent course work in business statistics and is equivalent to two undergraduate courses.

501 Business and the Economic Environment (3)

This course covers macroeconomic and microeconomic principles by discussing their applications to modern business problems. It discusses firm supply and demand, cost and pricing, market structure and competition, monetary and fiscal policy, and aggregate demand and supply. This course is designed for students admitted to the M.B.A. program without recent course work in economics and is equivalent to two undergraduate courses.

610 Applied Econometrics (3) Analysis of multivariate models, determination of trends, oscillation, and periodic movements. Topics include remedies for auto-correlation and multicollinearity; dummy variables; distributed lags, forecasting and simulation; and alternative estimation techniques, such as two-stage least squares, three-stage least squares, and maximum likelihood estimators. PREREQ: MKT 603.

611 International Trade and Finance (3) This course is designed to expose students to the international business environment and enable them to increase their business presence abroad whether it is in manufacturing, finance, or other services. Topics include diversity and cultural differences, foreign exchange markets and exchange rate determination, export/import strategies, foreign direct investment, and multinational accounting

and financing. PREREQ: ECO 501.

625 Contemporary Monetary Theory and Financial Institutions (3) This course enhances the student's capability to analyze the interrelationships between aggregate economic activity, financial markets, and central banking instruments, objectives, and policy. Topics relate to demand for financial assets. PREREQ: ECO 501.

630 Economics and Public Policy (3) The principles and methods of economic analysis are used to evaluate the American economic system. Inflation, recession, and economic growth; problems of public finance and taxation; public policy regarding the concentration of economic power. PREREQ: ECO 501.

647 Managerial Economics (3) Development and application of a set of advanced micro-macro economic concepts to serve both as a source of theoretical structure and unification of other business sciences. Emphasis will be given to topics such as risk analysis, linear programming, and capital budgeting. PREREQ: MKT 603.

650 The Economics of Health Care (3) This course will apply the tools of economic analysis to various components of the health care system. Relying on microeconomic principles, the class will study the behavior of participants (consumers, providers, insurers) in the health care industry; address some key policy issues that surround the provision of health care, as well as considering different health systems; and analyze health care issues using a variety of data and statistical techniques. PREREQ: For MBA students: MKT 603; for master's PPD students: STA 510 or for 511 or permission of the program director.

◆ **690 Special Topics (3)** A seminar or independent study course on selected economic topics. Includes a research paper or project which treats a contemporary economic issue from an interdisciplinary, policy-level perspective. PREREQ: ECO 500, ECO 501, and written permission of program director.

FINANCE

Symbol: FIN

500 Principles of Corporate Finance (3) This course covers the basic principles underlying all financial decision making. The time value of money principle is applied to stock valuation, bond valuation, and capital budgeting. The course also discusses the capital asset pricing model, market efficiency, capital procurement, short-term capital management, and financial leveraging. It is designed for students admitted to the M.B.A. program without recent course work in finance and is equivalent to one undergraduate course. PREREQ: ACC 500 and ECO 501.

601 Financial Management (3) This course is designed to study in-depth financial management that stimulates critical thinking of businesses' financial problems and focuses on valuation. Included are the basic aspects of financial management: use of ratios to assess corporate performance, projection of financial statements for both projects and whole companies, estimation of weighted average cost of capital, valuation of assets, and companies using discounted cash flow approach. Also, special topics, such as working capital management and international aspect of financial management, will be covered. PREREQ: MKT 603.

644 Investment Analysis and Portfolio Management (3) Introduction to investments, including examination of why and how individuals invest. This course provides an overview of the process by which an individual seeks out and synthesizes information about investment opportunities in order to make decisions to add to, maintain, or delete assets from an investment portfolio. Special attention is directed to the risk and return of assets. PREREQ: FIN 601.

◆ **690 Special Topics (3)** A seminar or independent study course on a selected finance topic. Course includes a research paper or a project that applies financial knowledge to a real world problem. PREREQ: FIN 601 or written permission of program director.

◆ This course may be taken again for credit.

Management

Dr. Snow, *Chairperson* (610-436-2304)

PROFESSORS

Gerard Callanan, Ph.D., *Drexel University*
Roberta Snow, Ph.D., *University of Pennsylvania*

ASSOCIATE PROFESSORS

Evan Leach, Ph.D., *Yale University*
Charles H. McGee, Ph.D., *Northwestern University*
Paul Rotenberry, Ph.D., *University of Akron*

Rani G. Selvanathan, Ph.D., *University of Delhi, University of Paris*
Monica Zimmerman Treichel, Ph.D., *Temple University*
Xiaowei Zhu, Ph.D., *University of Wisconsin-Milwaukee*

ASSISTANT PROFESSORS

Lisa Calvano, Ph.D., *Temple University*
David Perri, M.A., *Pennsylvania State University*
Matthew Shea, M.B.A., *University of Pittsburgh*

COURSE DESCRIPTIONS

MANAGEMENT

Symbol: MGT

501 Managerial Principles and Communication

(3) This course provides an overview of the major principles of management and a framework for the analysis of managerial problems with special emphasis on managerial communication in organizations. This course will utilize a multidisciplinary approach to the field using relevant material from psychology, sociology, economics, and political science to address the practice of communication and negotiation in organization settings. This course will examine cognitive, social, behavioral, and political factors affecting managers' ability to manage and communicate while providing a framework that strengthens students' management skills more effectively in organizational settings.

604 Operations and Supply-Chain Management

(3) This course utilizes interaction learning methodologies to promote awareness of the operations and supply-chain management techniques available for improving the organizational structures that create and deliver value to customers. Through the case approach, students will learn how an operation strategy that is cross-functional and global creates competitive advantages for both manufacturing and service companies. Topics covered include project management, product design, process analysis, electronic commerce, and enterprise resource planning systems. In particular, because of its emerging role in today's corporation, supply-chain management will be emphasized. PREREQ: MKT 603 or permission of the program director.

611 Managing and Leading Organizations (3) An examination of management theory and its relationship to human resource functions, this course traces the development of management and organization principles and theories, with an emphasis on applying them to human resource issues. This course examines the relationship between the individual and the organization, and topics such as leadership and motivation, attitudes, selection, performance appraisal, and individual and group decision making will be explored.

613 Business and Society (3) The context and environment in which business organizations operate with specific attention to the social, ethical, political, and legal dimensions of an organization's external environment. Value assumptions, means-ends relationships, and policy ramifications of the constraints and opportunities inherent in the environment will be examined in depth. A managerial perspective will be developed to build a framework for macro-level trade-offs among and between competing economic, social, ethical, political, and legal forces and goals.

614 Environments of Business (3) This course provides an overview of how major trends in the world economy, social issues, and political, legal, and ethical systems affect business. The student will enhance his/her ability to understand the implications of major social, economic, political, legal, and ethical trends in the U.S. and the world; critically examine his/her own position on these issues; critically analyze popular writings on these issues; and appreciate the perspective of others whose circumstances differ from those of the student. PREREQ: MGT 501.

621 Organizational Development (3) Interpersonal relations, intra- and intergroup relations, and the leadership role and function in the management of organizational development, change, conflict, and productivity. Primary focus will be on organizational development as an intervention strategy aimed at changing and improving organizational climate and performance. Organizations will be viewed as socio-technical systems interacting with both internal and environmental forces. PREREQ: MGT 611.

631 Human Resources Management (3) The managerial implications of the human resources management and personnel administration functions. Topics include forecasting and planning of staffing requirements, recruitment, selection, allocation, evaluation, and development of the human resources of an organization. Lectures, class discussions, and case materials will be used.

652 Entrepreneurship and New Venture Creation (3) This course introduces students to the concept of entrepreneurship and the process of new venture creation. Topics addressed in the course include idea generation, feasibility assessment, industry analysis,

market research, funding, financial planning, and marketing, as well as writing and presenting a business plan. Theories and techniques learned in this course and previous business courses will be used to develop a comprehensive entrepreneurship project. PREREQ: FIN 500.

661 Globalization and Management (3) Examination of the problems of management, marketing, and finance when developing and engaging in international business. Attention to the formulation of alternative strategies for developing international business enterprises, the impact and consequences of implementing various alternative strategies for traditional business functions, problems of the multinational firm, and the special challenges of doing business with or in underdeveloped countries. PREREQ: MKT 603.

◆ **687 Special Topics in Management** (3) A seminar or independent study course providing exposure to current literature and discourse on selected issues in management. PREREQ: Written permission of program director.

699 Strategic Management (3) An in-depth examination of the processes by which business strategies are conceived, formulated, executed, and changed. Specific topics include strategic planning, endogenous and exogenous influences affecting strategic feasibility, analyses, and choices. Comprehensive strategy-oriented cases from a variety of business contexts are used. PREREQ: Completion of all other M.B.A. core courses.

MANAGEMENT INFORMATION SYSTEMS

Symbol: MIS

601 Business Information Systems (3) A blending of theory, case studies, and personal computer applications to the solution of business information problems. Students will gain insight into functional and strategic implications of information resources, technology, and systems.

◆ This course may be taken again for credit.

Marketing

Dr. Gault, *Chairperson* (610-436-2304)

PROFESSORS

Paul Arsenault, Ph.D., *Temple University*
Paul F. Christ, Ph.D., *Drexel University*
John E. Gault, Ph.D., *Drexel University*

Jason Phillips, Ph.D., *Pennsylvania State University*
Sandra M. Tomkowicz, J.D., *University of Pennsylvania*

ASSOCIATE PROFESSORS

Brian Halsey, J.D., *Widener University School of Law*
Chun-Chen Wang, Ph.D., *The University of Texas at Arlington*

COURSE DESCRIPTIONS

LAW

Symbol: BLA

501 Legal Environment of Business (3) An in-depth examination of legal issues for business organizations, including constraints and opportunities. Primary at-

tention will be given to an intensive exploration of the law as it affects business contracts, sales, commercial paper, and the formation and operation of a business

entity from the perspective of the manager. This course is designed to meet the professional needs of managers who have minimal exposure to the law and to enhance their knowledge of the legal ramifications of business operations.

MARKETING

Symbol: MKT

500 Principles of Marketing (3) An introduction to marketing. Selection of target markets, developing marketing mixes, decision making, planning, implementation, and monitoring of marketing programs. Intended for students with no previous course work in marketing.

501 Marketing Management (3) An analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on planning the marketing effort and integrating it into the total operation of an organization; i.e., managing the marketing functions. This course is designed for students admitted to the M.B.A. program without recent course work in marketing and is equivalent to one undergraduate course. PREREQ: ECO 501.

603 Business Research and Analysis (3) This course will help prepare students for the quantitative and research requirements found within the graduate business program. The course reinforces essential business math knowledge while introducing advanced quantitative analysis used in different business disciplines. Additionally, the material covered allows students to conduct, analyze, and interpret business research. The course is to be taken during students' first semester of M.B.A.-level course work. PREREQ: Taken in first semester and requires completion of foundation-level requirements or permission of program director.

605 Marketing Strategy and Customer Value (3) This course examines the strategic issues facing organizations as they strive to satisfy customer needs and create customer value. Additional emphasis is placed on identifying and explaining technology's contribution to this process. Coverage includes the processes and strategies for developing and maintaining customer value, techniques and technologies used to gather and analyze market information, innovative approaches to managing customer relationships, and other contemporary issues affecting today's marketing decision makers. Topics are investigated using a

number of methods including case study, analytical and hands-on exercises, and real-world discussion. PREREQ: MGT 500, MKT 501, and MKT 603.

◆ **690 Special Topics in Marketing (3)** A seminar or independent study course on selected marketing topics. Includes research papers or project, which examines one or more contemporary marketing issues not available in the existing curriculum. PREREQ: MKT 501 and permission of program director.

699 Residency Seminar (1) This course will provide a forum in which students demonstrate skills necessary for M.B.A.-level graduates. The skills measured include oral and written communication, presentation development and delivery, technology usage, and group interaction. Assessment occurs via individual and group activities. The course meetings occur in a compressed format including meeting all day on weekdays and weekends. Students are expected to attend the entire seminar. PREREQ: Taken between fourth and eighth MBA level course or permission of program director.

TECHNOLOGY AND ELECTRONIC COMMERCE

Symbol: TEC

601 Technology and E-Business (3) This course introduces students to the basics of technology and how it impacts today's business environment. The course offers a firm foundation for understanding what technology means to the economy, the company, and the people within the company by merging classroom discussions of current issues, theories, and trends. Different technologies are explored, with a focus on information technologies important for establishing an electronic business environment.

602 Technology, Innovation, and the Organization (3) This course is designed to help students in both technology-based and nontechnology-based organizations understand how technology can affect the company. The core concept delineated here is that technology, and the closely related idea of innovation, can be organized into a managed, multidisciplinary process. All members of the organization, including technical, administrative, marketing, operations, and financial, must understand this process. Technology's impact on all functional areas is discussed. PREREQ: MGT 501.

603 Internet Marketing and E-Commerce (3) This

course examines the tools, techniques, and strategies business organizations use to conduct business online. The information discussed is applicable not only to Web-based businesses but also to businesses whose primary operations may be offline. PREREQ: MKT 501.

605 Internet Marketing and Technology (3) This course focuses on technology's role in the creation and maintenance of an organization's value chain - the entries and activities that create and deliver value to customers - and examines necessary business processes. It shows how an organization's value chain makes it possible to change the way organizations conduct business, including how it manufactures, markets, transacts, and manages its product and service; communicates with and manages its employees; and deals with its stakeholders. The course will strive for balance between technical knowledge and strategic understanding. PREREQ: TEC 601 or MIS 601.

610 Issues in Technology and Business (3) This course provides a forum to examine current issues not covered in other courses. Since the scope of material may be wide, this course is offered on an open-ended basis, and its format may vary depending on its course content. For example, one course may use a seminar format while another may use a computer laboratory-based format, allowing for flexibility in covering the dynamic nature of technological change. PREREQ: TEC 601 or MIS 601.

◆ **690 Special Topics in Technology and Electronic Commerce (3)** A seminar or independent study course on selected TEC topics. Includes research paper or project, which examines a contemporary TEC issue not available in the existing curriculum. PREREQ: Written permission of program director.

699 Business Simulation (1) This is a required course for all M.B.A. students that utilizes a computer simulation as its primary learning approach. The course is designed as a mechanism for students to demonstrate how to apply the tools and knowledge they have gained from previous course work and their own business experience to manage a corporation selling products across multiple markets. PREREQ: ACC 601, FIN 601, MGT 611, MKT 605, and TEC 601 or MIS 601.

◆ This course may be taken again for credit.

Chemistry

Room 119 Schmucker Science Center II

West Chester University

West Chester, PA 19383

610-436-2631

Dr. Frost, *Chairperson*

PROFESSORS

Felix Goodson, Ph.D., *University of California, Berkeley*

Michael Moran, Ph.D., *University of Pennsylvania*

John Townsend, Ph.D., *Cornell University*

ASSOCIATE PROFESSORS

Mahrukh Azam, Ph.D., *Seton Hall University*

Roger Barth, Ph.D., *Johns Hopkins University*

Melissa Betz Cichowicz, Ph.D., *University of Maryland*

Blaise Frost, Ph.D., *University of South Dakota*

Kurt Kolasinski, Ph.D., *Stanford University*

Joel Ressner, Ph.D., *Lehigh University*

Timothy Starn, Ph.D., *Indiana University*

Karyn M. Usher, Ph.D., *Florida State University*

ASSISTANT PROFESSORS

Monica Joshi, Ph.D., *Florida International University*

James R. Pruitt, Ph.D., *University of California*

Programs of Study

There are no programs leading to a graduate degree in chemistry.

COURSE DESCRIPTIONS

CHEMISTRY

Symbol: CHE unless otherwise shown. CRL indicates laboratory.

◆ **544 Topics in Physical Chemistry (3)** Topics

of current interest in physical chemistry. Topic announced prior to registration.

CRL 572 Experimental Biochemistry II (2) A second-semester laboratory course in biochemistry that stresses the use of advanced analytical instruments to characterize biologically important molecules and to

elucidate their mechanism of action.

576 Biochemistry I (3) A two-semester course in biochemistry. The first part shows how the chemistry of amino acids, proteins, enzymes, carbohydrates,

◆ This course may be taken again for credit.

lipids, and membranes enables living organisms to perform biological functions. PREREQ: CHE 232 and physical chemistry.

577 Biochemistry II (3) The second part of biochemistry covers the biosynthesis of diverse mol-

ecules, DNA structure and function, and molecular physiology, including immunoglobulins, hormones, nutrition, and nerve action. Chemistry will be related to normal and pathological biological functions. PREREQ: CHE 576.

583 Clinical Chemistry Seminar (2) A course emphasizing the recent literature in clinical chemistry. Student lecture presentations and round table discussions are used. PREREQ: CHE 581.

Communication Sciences and Disorders

(Department name effective July 1, 2012)

201 Carter Drive
West Chester University
West Chester, PA 19383
610-436-3401

Dr. Weiss, *Chairperson*
Dr. Koenig, *Graduate Coordinator*
Dr. Means, *Director of Clinical Services*

PROFESSORS

Cheryl D. Gunter, Ph.D., *University of Texas - Austin*
Michael S. Weiss, Ph.D., *Purdue University*

ASSOCIATE PROFESSORS

Elizabeth Grillo, Ph.D., *University of Pittsburgh*
Mareile Koenig, Ph.D., *University of Illinois*
Jennifer W. Means, SLP.D., *Nova Southeastern University*

ASSISTANT PROFESSORS

Sojung Kim, Ph.D., *Arizona State University*
Patricia Swasey Washington, Ph.D., *Temple University*

INSTRUCTOR

Judith A. Curtin, Au.D., *University of Florida*

Program of Study

The department offers the master of arts degree in communicative disorders. The student may choose a thesis or nonthesis program. Both programs are designed to strengthen the knowledge and skill of the practicing speech clinician, to provide the foundation for further graduate study, and to afford an opportunity to complete requirements toward professional certification by the American Speech-Language-Hearing Association. Attainment of the master's degree does not necessarily guarantee recommendation for certification.

MASTER OF ARTS IN COMMUNICATIVE DISORDERS (63 semester hours)

Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must do the following:

- Present an undergraduate background of at least 30 semester hours distributed among the following areas of study: psychology, human development, linguistics, statistics, speech and language development, phonetics, speech disorders, language disorders, hearing disorders, basic speech and hearing science, neurology, acoustic phonetics, and 25 hours of supervised clinical observation
- Present undergraduate transcripts showing at least a 3.0 overall grade point average (GPA) in their undergraduate degree program and demonstrate at least a 3.0 GPA in courses in speech-language pathology and audiology
- Demonstrate a reasonable degree of speech and language proficiency which may be measured by a written essay and a personal interview
- Submit Graduate Record Examination scores for purposes of evaluation and guidance
- Submit a log of undergraduate clinical practicum, when available
- Submit two letters of recommendation

- Submit a 500-word essay describing future goals and how West Chester University can help them achieve these goals
- Submit the department's supplemental application form and a structural vita (both available from CollegeNet through WCU's online application process or for download at http://wcupa.edu/_academics/healthsciences/commdisorder/).

Admission to Degree Candidacy

The applicant may apply for degree candidacy after having completed SPP 501 and three additional SPP courses. Application must be made before the student has completed 15 semester hours of graduate work required for the degree.

During the precandidacy period, the applicant must maintain an overall GPA of 3.0.

Degree Requirements

1. Candidates must meet the general University requirements for the master's degree, including completion of all required courses, with an overall GPA of 3.0.
2. Candidates must perform satisfactorily on two objective, summative assessments. The first of these is scheduled toward the end of the first year and the second near the end of the second year of study for full-time students. For part-time students these assessments are scheduled midway through the second and third years of study, respectively. Those who fail an assessment may repeat it once within one calendar year. Candidates who chose to write a thesis are required to respond satisfactorily to questions posed by their committee members during an oral defense. Candidates must satisfactorily complete SPP 501, 511, 512, 516, 523, 524, 526, 543, 551, 575, and 582; 27 semester hours of graduate clinical practicum; and six semester hours of elective course work chosen under advisement.
3. Graduate students must be in continuous enrollment. Exceptions may be granted by submitting a written request to the graduate coordinator.
4. The M.A. requires the completion of at least 400 clock hours of clinical practicum. A minimum of 325 hours must be completed with a grade of B or better at the graduate level. Graduate students must commit to meeting essential functions described in a document available at www.wcupa.edu/_academics/healthsciences/commdisorder/MADegree/cdgradreq.asp/.

Certification Programs

Candidates for the master of arts in communicative disorders may be recommended for the Certificate of Clinical Competence in Speech Language Pathology issued by the American Speech-Language-Hearing Association. They also may be recommended for the Pennsylvania Instructional I Certificate upon satisfactory completion of additional, required course work and clinical practicum.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, changes in program requirements may be proposed.

COURSE DESCRIPTIONS COMMUNICATION SCIENCES AND DISORDERS

Symbol: SPP

501 Foundations of Research in Speech Pathology (3) Introduction to the scientific process and to the interpretation and application of research in the speech sciences. A research project prospectus required.

511 Child Language Disorders I: 0 - 5 years (3) Explores disorders of early language acquisition and factors that may place infants and toddlers at risk for normal communication development. Assessment and intervention are examined from the perspective of developmental, behavioral, team-based, and family-centered frameworks.

512 Child Language Disorders II: School Age Children and Adolescents (3) Explores disorders of later language acquisition and the interaction of language disorders with academic achievement, especially in the acquisition of literacy skills. Diagnostic assessment and treatment approaches are developed using the framework proposed by ASHA.

516 Adult Neurogenic Speech and Language Disorders (3) To examine the various causes, classifications, diagnoses, and treatments of speech and language disorders in adults who have sustained neurological damage.

523 Voice Disorders (3) Examination of classification, etiology, diagnosis, and therapy for functional, organic, and psychological voice disorders.

524 Fluency Disorders (3) Consideration of the nature, causes, diagnosis, and treatment of stuttering and related disorders of speech flow. Critical review of pertinent research.

526 Clinical Articulation and Phonology (3) Acoustic and physiological mechanisms underlying speech sound production; theoretical models and evidence-based practices associated with clinical management of disordered speech sound production.

543 Therapy for the Hearing Impaired (3) Evaluative and therapeutic materials and methods applicable to the improvement of communication in hard-of-hearing individuals.

550 Advanced Diagnostic and Therapeutic Methods in Speech Pathology (3) Current and advanced evaluative methods and materials applicable to the diagnosis and remediation of communication disorders.

◆ **551 Graduate Clinical Practicum (1.5-3)** Supervised practice in the Speech and Hearing Clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication problems. PREREQ: Permission of department. Must be completed with a GPA of at least 3.0 in all SPP 551 practicum.

◆ **552 Medical Affiliation Practicum (3, 6, 9)** Supervised practice in an affiliated clinic or school. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. PREREQ: Permission of department and GPA of at least 3.0 in all SPP 551 practica.

553 School-based Affiliation Practicum (3, 6, 9) Supervised practice in an affiliated clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. PREREQ: Minimum 3.0 GPA in all SPP 551 practica and permission of the department.

◆ **560 Seminar in Speech Pathology (1-3)** Selected theoretical and clinical areas of speech pathology and related disciplines. Topics vary each semester according to research developments and student needs.

561 Seminar in Audiology (3) Selected areas in audiology and related disciplines. Topics vary each semester according to developments in research and student needs.

565 Communicative Enhancement for Individuals with Autism Spectrum Disorders (3) Within the framework of evidence-based practice, this course addresses the principles and strategies involved in the assessment and enhancement of communication skills needed by individuals with autism spectrum disorders to express their interactions and to meet the communicative demands of the environment. Also considered is the role of communicative enhancement in the prevention of behavior problems and in the design and positive behavior support plans.

570 School Language, Speech and Hearing

Programs (3) Orientation to and observation of the organization, administration, and operation of school speech-language and hearing programs (preschool through grade 12).

573 Administration and Supervision of Speech and Hearing Programs (3) Nature and scope of supervisory positions in speech and hearing programs. Emphasis on administrative problems.

575 Medical Speech Pathology (3) This course is designed to provide graduate students with an introduction to the terminology, documentation, types of insurance, and interactions with other medical disciplines, as well as frequently observed disorders, assessments, and interventions associated with pediatric and adult patients in a medical setting (e.g., acute care hospitals, skilled nursing facilities, long-term care facilities). The course is also designed to expose the student to the code of ethics and scope of practice within a medical setting as determined by the American Speech and Hearing Association (ASHA).

580 Orofacial Anomalies (3) Comprehensive consideration of the nature, causes, diagnosis, and treatment of communication disorders associated with orofacial anomalies, particularly cleft lip and cleft palate.

582 Dysphagia (3) This course prepares students to identify anatomical and neurological structures in swallowing, as well as assess, treat, and modify diets for patients with normal and abnormal swallowing patterns.

589 Neuromuscular Disorders (3) Nature, causes, diagnosis, and treatment of communication disorders associated with neuromuscular dysfunction, with particular attention to the cerebral palsy.

590 Independent Study (1-3) Individualized research projects, reports, and/or readings in speech pathology or audiology under faculty supervision. PREREQ: Approval of department chairperson.

598 Workshop in Communicative Disorders (3)

610 Thesis (1-6)

◆ This course may be taken again for credit.

Communication Studies

512 Main Hall
West Chester University
West Chester, PA 19383
610-436-2500
Dr. Brown, *Chairperson*
Dr. Polk, *Graduate Coordinator*

PROFESSORS

Timothy J. Brown, Ph.D., *Ohio University*
Kevin W. Dean, Ph.D., *University of Maryland*
Anita K. Foeman, Ph.D., *Temple University*
Elaine B. Jenks, Ph.D., *Pennsylvania State University*
David G. Levasseur, Ph.D., *University of Kansas*
Edward Lordan, Ph.D., *Syracuse University*
Martin S. Remland, Ph.D., *Southern Illinois University*
Philip A. Thompson, Ph.D., *University of Utah*

ASSOCIATE PROFESSORS

Michael Boyle, Ph.D., *University of Wisconsin-Madison*
Lisa Millhous, Ph.D., *University of Minnesota*
Michael V. Pearson, Ph.D., *Temple University*
Denise M. Polk, Ph.D., *Kent State University*

ASSISTANT PROFESSORS

Mary Braz, Ph.D., *Michigan State University*
Mark Hickman, M.A., *Miami University of Ohio*
Maria Kopacz, Ph.D., *University of Arizona*
Bessie Lawton, Ph.D., *University of Pennsylvania*
L. Meghan Mahoney, Ph.D., *Ohio University*
Kanan Sawyer, Ph.D., *University of Texas*

Programs of Study

The master of arts in communication studies is a comprehensive program that focuses on communication and leadership. Specifically, the program develops students' knowledge and skills in these areas; all program courses explore some connection between communication and effective leadership. While focusing on leadership, the program also offers students a comprehensive overview of communication contexts. Since leaders must be able to communicate effectively in many different settings, the program seeks to build students' understanding and abilities across a broad array of communication contexts (including organizational, interpersonal, small group, mass media, and public relations communication).

The M.A. in communication studies also is designed as both an aca-

demic and a professional development degree. All courses, taught by University professors, are built on communication theory and research. With this firm academic foundation, many students complete the program and pursue additional graduate work at the Ph.D. level. The program also offers a thesis option for students interested in pursuing a large-scale research project in preparation for future Ph.D. work. In terms of professional development, all courses explore pragmatic issues of communication. With an emphasis on enhancing their abilities as communicators and leaders, students can further their chosen career goals, and perhaps future success, by exploring up to 15 credits outside the Department of Communication Studies. For example, students interested in administrative work can take elective courses in the master of public administration program (M.P.A.). The department faculty also are ideally suited to help with students' professional development goals because they serve as communication consultants to groups and organizations outside the University.

Since the program is designed to enhance students' communication skills, courses within the program require extensive speaking and writing. Courses are generally taught as small discussion-oriented seminars, and most course grading centers on students' presentations and papers.

MASTER OF ARTS IN COMMUNICATION STUDIES

Admission Requirements

Admission to the program is contingent on satisfactory review of the following data. No single deficit will preclude a student from gaining admission. Analysis and consideration of all the material to document the following will be evaluated:

- The cumulative undergraduate GPA should be a 3.0 or above.
- The Graduate Record Exam should show a verbal score ranking in the 50th percentile or above. No test scores are required for students with an undergraduate GPA of 3.5 or above. Test scores may also be waived (by discretion of the graduate coordinator) for students who have successfully completed graduate-level courses.
- Undergraduate major preparation. Students in majors other than communication or its related areas (e.g., English, psychology, sociology, political science) may need to complete remedial undergraduate course work prior to starting in the program.
- Writing sample of work submitted by the student in response to past assignments, job activity, or creative endeavor

- Two letters of recommendation
- A goals statement written on the topic, "How Does Communication Knowledge Bridge My Past Experience With My Future Plans?"

Three additional items may be used to support an application for admission:

1. Work experience that indicates communication skill
2. Extra or co-curricular activities
3. Interview with the graduate coordinator and/or the graduate committee

Maintenance in Good Standing

To remain in good standing, a student must maintain a minimum, overall graduate GPA of 3.0 or above.

Admission to Degree Candidacy

At the completion of 12 semester hours (at least nine of which are within the department), a minimum graduate GPA of 3.0 or better must be earned for candidacy to be achieved. At candidacy, a major adviser is selected.

Curriculum

36 semester hours

Nonthesis

I. Required core	21 semester hours
COM 501 and 502	15 semester hours selected from departmental offerings
II. Elective courses	15 semester hours
These courses are to be selected from other departments or from communication studies courses. A six-credit graduate internship (COM 598) may be elected upon successful completion of the required core.	

Thesis

I. Required core	36 semester hours
COM 501, 502, 601, and 602	15 semester hours selected from departmental offerings
II. Elective courses	9 semester hours
These courses are to be selected from other departments or from communication studies courses.	

Comprehensive Examinations

After the completion of all course work, nonthesis and thesis students will take a comprehensive written examination. Thesis students will defend their theses orally.

COURSE DESCRIPTIONS COMMUNICATION STUDIES

Symbol: COM

500 Communication and Leadership (3) Exploration of the interconnections between communication principles and the theory and practice of leadership.

501 Theoretical Perspectives on Human Communication (3) A comprehensive examination of major theoretical perspectives on human communication ranging from classical to contemporary.

502 Communication Research Methods (3) An examination of the major issues pertaining to inquiry in human communication, including the nature of inquiry; qualitative and quantitative methodological approaches to communication research; moral and ethical standards for human research; the role of the researcher; and comparisons of academic research. Students will be required to design and execute a research project.

503 Communication and Persuasive Influence (3) An analysis of major conceptual approaches to persuasion and their implications for understanding influence contexts and designing pragmatic strategies.

505 Rhetoric and Leadership (3) The criticism and

history of influence will be explored to focus on examples of persuasion through public discourse.

506 Communication in Small Groups (3) An examination of traditional and contemporary research which pertains to various dimensions of small group communication including, but not limited to, the following topics: structure, size, tasks, goals, roles, systems, and leadership.

508 Special Topic Seminar (3) An intensive examination of a selected area within communication study. Topics will vary and will be announced in advance of each semester.

509 Communication and Conflict Resolution (3) Using both theoretical and activity-centered learning, the student will explore the options available to resolve conflict through communication.

510 Culture, Media, and Representation (3) Course examines how the media constructs ideologies and images of various cultural groups for mass consumption.

511 Understanding Close Relationships (3) This course is designed to introduce and discuss basic theories, themes, concepts, and controversies in relationships from a communication standpoint. Students will be better equipped to apply theoretical

knowledge to repair, maintain, and enhance their own personal relationships.

520 Political Communication (3) Examines the role communication plays in the political system with a specific focus on campaign communication, political advertising, and media coverage of politics.

525 American Public Address (3) Critical and theoretical examination of significant speeches in American history (from early American history to contemporary times).

530 Advances in Nonverbal Communication (3)

This course investigates recent advances and controversies in nonverbal communication theory and research.

535 Communication Competence (3) This course examines what it means to be a highly competent communicator. Communication competence will be explored across a multitude of communication contexts including interpersonal, organizational, intercultural, and leadership contexts.

551 Public Relations Research and Writing (3) Familiarizes students with the skills needed to work as a public relations writer and editor. Explores applicable media theories as well as ethical and legal issues.

570 Conceptual Foundations for Communica-

tion, Training, and Development (3) This course examines major schools of thought in organizational training and development. Each viewpoint is explored for its diagnostic guidance, learning implications, and training technologies.

571 Practicum in Communication, Training, and Development (3) Participants will review and practice the leading training technologies in communication and organizational development. Each participant will design and deliver a training workshop.

575 Seminar on Speech Pedagogy (3) An examination of pedagogical research on the development of effective public speakers. Provides opportunities for both training speakers and critiquing public presentations.

598 Graduate Internship in Communication Studies (3-6) Supervised professional training in approved communication placements. PREREQ: Approval of department chairperson.

599 Directed Graduate Studies (3) Research projects, reports, readings in speech communication.

PREREQ: Approval of department chairperson.

601 Communication Studies Thesis I (3) Original research, supervised through topic selection, investigation, and oral defense. PREREQ: Approval of department chair.

602 Communication Studies Thesis II (3-6) Original research, supervised through IRB approval (if necessary), data collection, analysis, writing results, writing thesis chapters, and defense. PREREQ: COM 601.

Computer Science

25 University Ave., Room 150

West Chester University

West Chester, PA 19383

610-436-2204

Dr. Fabrey, *Chairperson*

Dr. Agah, *Assistant Chairperson and Graduate Coordinator*,

610-436-2690

PROFESSORS

Richard Epstein, Ph.D., *Temple University*

James D. Fabrey, Ph.D., *Massachusetts Institute of Technology*

ASSOCIATE PROFESSORS

Afrand Agah, Ph.D., *University of Texas at Arlington*

Robert Kline, Ph.D., *Washington University*

Bin Lu, Ph.D., *Texas A&M University*

Richard Wyatt, Ph.D., *University of California, Berkeley*

Cheer-Sun D. Yang, Ph.D., *University of Delaware*

Zhen Jiang, Ph.D., *Florida Atlantic University*

ASSISTANT PROFESSORS

Richard Burns, Ph.D., *University of Delaware*

Xiaojun Ruan, Ph.D., *Auburn University*

Programs of Study

The department offers a master of science degree as well as a number of graduate professional development certificates. The master of science is intended for those who have a bachelor's degree in computer science or related field. The professional development certificates are intended for those who would like to obtain certification in certain specific areas without having to undertake the preparatory work for a master's degree. A special sequence of prerequisite courses can be taken toward entry into the certificate programs.

MASTER OF SCIENCE IN COMPUTER SCIENCE

The purpose of this program is to provide its graduates with the intellectual and practical tools that they will need either to pursue careers as professional computer scientists in industry or to pursue a doctor's degree in computer science at a doctoral-granting institution. The curriculum is designed with three goals in mind:

1. A solid foundation in the fundamental principles of computer science (the core).
2. Exposure to a variety of subject areas (the 500-level electives).
3. Exposure to research topics of current interest and to provide in-depth knowledge of several areas (the 600-level courses).

Admission Requirements

Applicants for the master of science program in computer science must satisfy the general graduate admission requirements of the University. Further, applicants should possess an undergraduate degree in computer science or an equivalent degree. An applicant who does not have an undergraduate degree in computer science or the equivalent may, however,

apply for admission into the certificate program, which is an 18-credit program designed to give students a broad knowledge of standard topics in computer science. Applicants also must submit scores for the general section of the Graduate Record Examination, unless they have an earned master's degree. Other circumstances may apply.

A TOEFL score of 550 is required for non-native speakers only. Three letters of recommendation also are required of all applicants.

Degree Requirements

A student must take a total of 33 semester hours from the following courses (subject to the stipulations listed below):

Curriculum	33 semester hours
1. All four core courses	12 semester hours
CSC 520, 530, 540, and 560	
2. At least four 500-level electives	at least 12 semester hours
Chosen from the following: CSC 525, 535, 545, 555, 565, 570, 573, 575, 581, 582, 583, 584, 585, 586, 587, 588, 589	
3. At least two 600-level courses	at least 6 semester hours
Chosen from the following: CSC 600, 603, 604, 605, 610, 620 (see stipulation #3 below)	

Stipulations:

1. A student must complete the four core courses within the first six courses taken.
2. All core courses must be completed before a student can take a 600-level course.
3. The advanced seminar courses (CSC 600, 603, 604) offer a variety of advanced topics in computer science. A student must take at least one of these courses and not more than two.
4. A student who elects to do a master's thesis must take CSC 610 (independent research) and CSC 620 (thesis). CSC 610 may count for credit towards the degree only once.

Thesis Options

Independent Research (CSC 610)

The student may work in one of three directions for this course:

1. Master's thesis preparation: After consulting with a faculty adviser, the student will conduct a comprehensive literature search in a research area, write a detailed report on the current state of the art in that area, and develop a thesis proposal.
2. Individual project: The student will work on a substantial programming project throughout the semester. The student will be expected to do sufficient background research and then design, as needed, all the data structures, flow of control, and so forth, required for implementation.
3. Team project: The student will be involved in an ambitious software development project with at least one other student under the guidance of the adviser. This course emphasizes the development of those capabilities that are considered especially important in the

practical world of computing, such as written and oral communications skills and the ability to work as part of a team.

Thesis (CSC 620)

The student is to carry out the research proposal developed in CSC 610. At the completion of the project, the student must submit a bound manuscript that meets the approval of the graduate committee.

Professional Development Certificates

The department offers three, 18-credit graduate certificates (consisting of six courses each):

- Computer Security (IA)
- Information Systems
- Web Technology

All the computer science courses (CSC) listed can be counted towards the master's degree program except CSC 515.

Prerequisites

A student who wishes to enroll in one of these certificate programs needs to hold a bachelor's degree (in any subject area) and needs to have successfully completed an undergraduate data structures course

using an object-oriented programming language (like C++ or Java) – the equivalent of West Chester University's undergraduate course, CSC 241 Data Structures and Algorithms. Alternatively, a student can take the following two courses in order to satisfy the certificate program prerequisites: CSC 512 and CSC 516.

Certificate in Computer Security (Information Assurance)

18 semester hours

Students must take six of the following courses: CSC 525, 535, 555, 583, 586, 588, 603; CRJ 555.

Certificate in Information Systems

18 semester hours

Students must take six courses. Students must choose at least four of the following courses: CSC 545, 555, 582, 586, 589. At most two of the courses must come from the following: STA 511 and MIS 501 or TEC 501 (not both).

Certificate in Web Technology

18 semester hours

Students must take six of the following courses: CSC 515, 535, 545, 584, 585, 587, 588, 604.

COURSE DESCRIPTIONS COMPUTER SCIENCE

Symbol: CSC

Note: CSC 512 – CSC 517 may not be used for credit in the master's degree program.

512 Computer Programming I (3) The principles of algorithmic problem solving are introduced using Java language. This course teaches programming techniques which involve elementary data and control structures.

515 Introduction to Web Development (3) This course covers Website design and programming issues. It develops and uses the PHP language and MySQL database for server-side programming and information storage/retrieval. The JavaScript language is used for client-side programming.

516 Introduction to Data Structures and Algorithms (3) This course introduces the definitions, implementations, and applications of the most basic data structures used in computer science. The concept of abstract data type is introduced and reinforced by the object concept of Java. PREREQ: CSC 512.

520 Foundations of Computer Science (3) This course offers an advanced treatment of many of the theoretical areas underlying other computer science subjects.

525 Operating Systems (3) This course covers the basic features of operating systems. Examples will be drawn from UNIX and other operating systems. This course includes an intensive study of the UNIX operating system by way of the UNIX kernel commands and utilities.

530 Data Structures (3) This course builds on rudimentary understanding of linked structures and develops complex data structures such as trees, hash tables, graphs, etc. It also introduces the basics of asymptotic analysis of running time and space in order to provide the justification for various data structures.

535 Networks and Data Communications (3) This course provides in-depth studies of various aspects of modern telecommunication systems such as network design, network implementation, serial port communications, and user interfaces.

540 Programming Languages (3) This course introduces the theoretical and practical foundations of programming languages from the point of view of design and implementation.

545 Database System Concepts (3) This course em-

phasizes recent technological advances in database management systems. The course centers around data models and languages for those data models. Special attention is paid to relational and object-oriented data models and systems which implement these. PREREQ: CSC 520.

555 Software Engineering (3) This course emphasizes important topics in software engineering from an object-oriented point of view (as opposed to the older functional, or structural analysis approach).

560 Analysis of Algorithms (3) This course introduces the methods to analyze the efficiency of computer algorithms in terms of their use of both space and time. Algorithmic design techniques, such as divide and conquer, greedy methods, and dynamic programming are illustrated throughout the course. The theory of NP-completeness and tractability is introduced. PREREQ: CSC 520.

565 Compiler Design (3) An in-depth study of the principles and design aspects of programming language translation. Students will design and implement a compiler using standard UNIX-based compiler tools for a small but representative language. PREREQ: CSC 520.

570 Computer Architecture (3) This course will study the methodology for design of components and interfaces in a uniprocessor computer. Various architectures/machine languages are compared, and one is studied in depth.

573 Graphics and User Interfaces (3) This course covers the basic aspects of generating and transforming computer graphical images. PREREQ: Linear algebra background.

575 Artificial Intelligence (3) Artificial Intelligence (AI) aims to reproduce or simulate the intelligent capacities of human beings such as forming plans of action and conversing in English. This course will combine theoretical, practical, and programming aspects of AI. Common Lisp will be used for programming projects. PREREQ: CSC 520.

581 Topics in Computer Science (3) This course will allow instructors to teach a 500-level (not research-oriented) course in a computer science topic not specified in the current course list. Different topics will be taught as different sections of this course. PREREQ: To be determined by topic.

582 Topics in Information Systems (3) A survey of topics in information systems reflecting the current technological developments and research interests.

583 Topics in Computer Security (3) A survey of topics in computer security reflecting current

technological developments and research interests in the field.

584 Topics in Web Technology (3) Course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students a broad exposure to important topics in Web technology.

585 User Interface in Java (3) This course teaches essential features of graphical user interface (GUI) creation using the Java language. Additionally, the GUI projects are integrated with an SQL database using Java JDBC programming.

586 System Administration and Security (3) This course is a hands-on study of operating system administration essentials with a focus on systems security and time in the lab. Additionally, various script languages are taught to provide a basis for understanding and extending the system capabilities.

587 Web Services Using XML and SOAP (3) Web services are offered by one application to another via the World Wide Web, this course explores the concepts and the Web-service architectures. The focus is on Java 2 EE programming, extensible market-up language (XML), and simple object access protocol (SOAP). Java is the main programming language used, but an understanding of C++ will suffice. Topics include concepts on Web services, interactive Web application technology, XML, XML-RPC, and XML-SOAP.

588 Wireless Programming and Security (3) This course provides an overview of wireless networking principles and technologies from the computer science major's viewpoint. This course cannot cover all wireless communications but will focus on the fundamentals and principles: the major differences between wired networks and wireless networks, protocol stacks of wireless networks, wireless data services, and security issues.

589 UML and Pattern Design (3) The course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students a broad exposure to important topics in UML, which is language that helps to specify, visualize, and document the software system.

600 Advanced Seminar (3) This research-oriented course will investigate an advanced and specialized topic determined by faculty and student interest. PREREQ: Completion of 18 graduate credits including the core courses.

603 Advanced Seminar in Security (3) An in-

depth investigation into specific areas of computer security reflecting research interests and significant technological developments in the field.

604 Advanced Seminar in Web Technology (3)
Course content will vary each semester based on technological developments in the field and the instructor's scholarly interests, with the goal of giving students an in-depth exposure to research topics in Web technology.

605 Internship in Computer Science (3) Provides the student with professional development and work experiences in the computer science field.

PREREQ: Successful completion of the four core courses in the M.S. computer science program: CSC 520, 530, 540, 560.

610 Independent Research (3) The student may work in one of three directions: thesis, individual project, or team project. (See "Thesis Options"

above.) PREREQ: The agreement of the faculty member to act as an adviser.

620 Thesis (3) A continuation of Independent Research. (See "Thesis Options" above.) PREREQ: The permission of the thesis adviser, and approval of the thesis proposal by the computer science graduate committee.

Counselor Education

Graduate Center, Suite 102
West Chester University
West Chester, PA 19383
610-436-2559

Dr. Alessandria, *Chairperson*
Dr. Snyder, *Graduate Coordinator*

PROFESSORS

Richard D. Parsons, Ph.D., *Temple University*
Naijian Zhang, Ph.D., *Ball State University*

ASSOCIATE PROFESSORS

Kathryn P. Alessandria, Ph.D., *University of Virginia*
Vickie Ann McCoy, Ph.D., *University of Southern Mississippi*
Matthew Snyder, Ph.D., *University of Connecticut*
Lynn Zubernis, Ph.D., *Bryn Mawr College*

ASSISTANT PROFESSORS

Karen Dickinson, Ph.D., *University of Delaware*
Jacqueline Hodes, Ed.D., *University of Delaware*
Eric Owens, Ph.D., *Duquesne University*
Latinia Shell, Ph.D., *Argosy University*

Programs of Study

The Department of Counselor Education offers two master of education degree programs, one in elementary school counseling and another in secondary school counseling. Completion of the M.Ed. school counseling programs academically qualifies candidates for the Pennsylvania Educational Specialist I Certificate which is required for employment as an elementary or secondary school guidance counselor. Individuals who have earned a master's degree in counseling or a counseling-related area may pursue a nondegree program of study (certification only) leading to the Educational Specialist I Certificate. The department also offers a master of science degree for individuals who will seek employment as counselors and student service professionals in higher education settings. A post-master's licensed professional counselor preparation program is offered for individuals who have completed a master's degree in counseling or a closely related area and would like to build their clinical mental health skills while completing the educational requirements for licensure as a professional counselor.

The department's webpage, which describes programs of study in more detail, can be reached through the University's home page: www.wcupa.edu/.

Admission Requirements

When admitting an applicant to the counselor education programs, the department makes a commitment to the student's development and future success. The department evaluates each candidate through the use of multiple criteria. Admission requires an undergraduate degree from an accredited college or university. The expected standard for students applying to counselor education programs is a minimum 3.0 grade point average (GPA) on a 4.0 scale. Standardized scores such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are **not** required. However, if an applicant to the M.S. higher education counseling/student affairs program has a GPA below 2.8, he or she may submit GRE or MAT scores for consideration. If scores

are submitted, they will be considered in the decision for acceptance. In addition to undergraduate grades, all candidates must submit two letters of reference. Candidates may also be assessed by way of an interview.

Degree Requirements

After completion of 15 credit hours but prior to enrolling for 25 credit hours of counselor education course work, students are eligible and must apply for degree candidacy.

Degree Candidacy Requirements:

1. Students must achieve a grade of B (83%) or better in all degree candidacy courses (EDC 503, 540, 567, 570, and 571) at the point the application is submitted.
2. Faculty are asked to share each semester any concerns with the student's interpersonal skills and/or overall mental health. If concerns are expressed, a formal assessment may be required prior to granting degree candidacy.
3. Students seeking certification as a school counselor must successfully complete the Pennsylvania Department of Education (PDE) certification requirements: Praxis PPST Reading, Writing, and Mathematics Tests (or already be PDE teacher certified in another subject area). All students admitted after January 1, 2011 must complete PDE Chapter 49.13 requirements.

Comprehensive Exam Requirements

The comprehensive exam represents the major cognate evaluation of counseling candidates. This examination is comprehensive and covers material from courses comprising the entire curriculum. This exam assesses students' ability to apply course material to a case study that is appropriate to their primary field (elementary, secondary, or higher education) in which they will receive the master's degree.

The degree or certification being pursued will be granted only when students have met the department's standards.

Educational Specialist I Certificate

In order to obtain the Educational Specialist I Certificate, students must successfully complete the required practicum and internship experiences in approved secondary or elementary school settings. These courses provide an opportunity for students, under West Chester University faculty supervision, to work closely with a professional counselor in a school setting. The certificate is issued on the basis of the program approval status of the counselor education program at the University as granted by the Pennsylvania Department of Education.

Effective January 1, 2011, the Pennsylvania Department of Education Chapter 49.13 regulations went into effect. This regulation requires all Pennsylvania teacher certification candidates to complete nine credits or 270 hours or an equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or an equivalent combination to meet the instructional needs of English language learners. EDC 559 meets three of the nine required credits of course work in adaptations and accommodations for diverse students in an inclusive setting. The remaining diverse learner in inclusive settings and English language learner

requirements can be met through courses at the undergraduate level.

MASTER OF EDUCATION: ELEMENTARY SCHOOL COUNSELING

Dr. Snyder, *Program Coordinator*

Curriculum	48 semester hours
I. Common core requirements	27 semester hours
Degree candidacy requirements: EDC 503, 540, 567, 570, 571	
Other common core requirements: EDC 520, 521, 556; EDF 502	
II. Specialty requirements	12 semester hours
EDC 504, 559, 576, 577	
III. Field experience requirements	9 semester hours
EDC 590, 601	
Degree candidacy and formal admission to teacher education (FATE) must be completed before a student is admitted into an internship.	

MASTER OF EDUCATION: SECONDARY SCHOOL COUNSELING

Dr. Zubernis, *Program Coordinator*

Curriculum	48 semester hours
I. Common core requirements	27 semester hours
Degree candidacy requirements: EDC 503, 540, 567, 570, 571	
Other common core requirements: EDC 520, 521, 556; EDF 502	
II. Specialty requirements	12 semester hours
EDC 504, 559, 576, 577	
III. Field experience requirements	9 semester hours
EDC 590, 602	
Degree candidacy and formal admission to teacher education (FATE) must be completed before a student is admitted into an internship.	

MASTER OF SCIENCE: HIGHER EDUCATION COUNSELING/ STUDENT AFFAIRS

Dr. Snyder, *Program Coordinator*

Curriculum	48 semester hours
-------------------	-------------------

COURSE DESCRIPTIONS COUNSELOR EDUCATION

Symbol: EDC

503 Professional Orientation to Counseling (3)

An introductory course that provides an understanding of counseling as a profession, including history, roles, organizational structures, ethical and legal issues, standards, and credentialing.

504 Organization and Administration of School Counseling Program (3) The student will learn how to develop, maintain, and evaluate a comprehensive school counseling program that effectively addresses student needs. National models for school counseling programs that provide process and content framework will be examined. Specific emphases will be placed on the school as a system, needs-based and data-driven program development, process and outcome accountability, program management, and the cost-effective delivery of programs.

520 Social and Cultural Diversity Issues in Counseling (3) This course explores different racial, social class, gender, and ethnic group orientations to counseling and examines exceptionality implications in applying traditional counseling approaches for use with diverse client populations.

521 Human Development Through the Life Span for Counselors (3) Exploration of cognitive, social, emotional, and physical development over the life span. This course examines both theory and research in human development and applies this knowledge to the practice of counseling.

530 Introduction to Student Affairs (3) This course provides graduate students in counseling/

student affairs with a comprehensive introduction to the field of student affairs in American higher education including a historical overview of student affairs, legal and professional ethics, models and practices of leadership, organizational management, consultation, and the many functions and activities associated with student affairs. The course examines student affairs in public and private institutions as well as two- and four-year institutions.

531 Theories of American College Student Development (3) This course focuses on the range of human development theories that offer insights into student learning, growth, and development during the college years. Special focus is on understanding the implications of these models for the policies and practices of higher education and student affairs in particular.

532 Leadership and Management in Student Affairs (3) This course explores research on management and leadership, and prepares students as educational leaders in student affairs; reviews the policy implications that affect social, interpersonal, and academic success of American college students; examines the American college students' lifestyle, attitudes, characteristics, and demographics; and assesses the effects of higher education, and student affairs in particular, on the American college student.

540 Assessment Methods in Counseling (3) Emphasis is on the test and nontest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

556 Career Development Theories and Practices (3) Theories and techniques relating to career development in children, adolescents, and adults. Career

development programming within the context of a systems approach is stressed.

559 Human Exceptionality for Counselors (3)

This course provides future school counselors with an overview of human exceptionality and advanced educational psychology constructs as they pertain to new experiences of persons with disabilities in the educational system.

567 Group Dynamics (3) This course in group processes focuses on the identification of the implicit and explicit role functions of the group member and the group leader. The recognition and awareness of one's behavior with multiple feedback sources is of primary concern. The major objective of this course is to initiate, develop, and master relationships in a group setting.

570 Fundamentals of the Helping Relationship (3) The course will introduce students to the counseling process. Communications skills essential to the helping relationship will be taught and practiced in a counseling lab.

571 Counseling Theory and Techniques (3) The course provides an in-depth look at selected theories and their resultant "therapeutic operations," such as cognitive/behavioral, person-centered, and solution-focused models. Emphasis is on both theory and the application of theory to practice. This preinternship course includes direct contact with "simulated clients" and the development of counseling intervention plans.

576 Consultation and Coordination in Guidance and Counseling (3) This preinternship course focuses on models, mechanisms, and strategies

of employing consultation and coordination in remedial and preventive interventions in educational settings. Systems analysis and program development and evaluation will be addressed relative to consultation and coordination.

577 School Counseling Strategies for Change

(3) The course is designed to provide an in-depth look at strategies employed by school counselors in individual and group format for promoting client change. The strategies presented reflect those of "best practice" and are tailored to the developmental needs of specific client populations. This prepracticum course includes actual counseling experience with a level-appropriate student.

590 Practicum in School Counseling (3) Students will complete a counseling practicum experience in an approved school setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the directions of a University faculty member. PREREQ: EDC 503, 567, 570, 577; 571 must be completed before or concurrently.

592 Practicum in Higher Education Student Affairs (3) Students will complete a counseling practicum experience in an approved higher education setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the direction of a University faculty member. PREREQ: EDC 503, 567, 570, 571; EDC 530 must be completed before or concurrently.

594-597 Workshop in Counselor Education (1-6)

598 Workshop in Counselor Education (1-6)

599 Independent Study (1-3) Independent research and study under the direction of a faculty member. PREREQ: Permission of department chairperson and instructor.

◆ **600 Counseling Internship in Higher Education/Student Affairs (3)** This internship is designed to provide an intensive, supervised on-site counseling experience specific to students' program specialization working in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours over at least two semesters. PREREQ: EDC 592 and 556; EDC 531 or 532 must be completed before or taken concurrently with EDC 600.

◆ **601 Counseling Internship Elementary School (3)** This internship provides an intensive, supervised on-site counseling experience in an elementary school setting (grades K-6) approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. PREREQ: EDC 590, 576; EDC 504, 556; and EDP 550 must be completed before or concurrently.

◆ **602 Counseling Internship Secondary School (3)** This internship provides an intensive, supervised on-site counseling experience in a secondary school setting (grades 7-12) approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours in school settings over at least two semesters. PREREQ: EDC 590, 576; EDC 504, 556; and EDP 550 must be completed before or concurrently.

610 The Diagnostic Intervention Connection for Professional Counselors (3) This seminar targets the professional counselors' need to employ valid diagnostic paradigms as the necessary step to effective intervention planning. The focus of this seminar

is on application with students required to engage in client contact employing the diagnostic-treatment model presented in class. PREREQ: Graduate psychopathology course. Enrollment limited to counseling post-master's LDC preparation program students or with permission of instructor.

620 Advanced Counseling Intervention (3) This seminar will stress the application of clinical skills and will include a field component as well as a case conferencing format. Emphasis will be placed on treatment planning using multiaxial diagnosis, implementation, and evaluation.

630 Systems Concepts and Skills for Professional Counselors (3) The course will provide an introduction to systemic thinking, assist students in the development of skills necessary for systems assessment, and require students to employ systemic treatment, planning, and referral.

650 Advanced Counselor Internship (3) This post-master's course will provide students with supervised experience in the application of counseling and evaluation techniques in professional settings appropriate to their career interests, skills, and program of study. Adviser must approve site selection.

EDUCATIONAL FOUNDATIONS

Symbol: EDF

502 Methods and Materials of Research for Counselors (3) Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized. PREREQ: EDC 540.

583 The American School as Social Narrative

(3) An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.

◆ This course may be taken again for credit.

Criminal Justice

200 Ruby Jones Hall
West Chester University
West Chester, PA 19383
610-436-2647

Prof. Nestlerode, *Chairperson*
Dr. Brewster, *Graduate Coordinator*

PROFESSORS

Mary P. Brewster, Ph.D., *Rutgers University*
Jana L. Nestlerode, J.D., *Widener University*

ASSOCIATE PROFESSOR

Brian O'Neill, Ph.D., *City University of New York*

ASSISTANT PROFESSORS

Jennifer C. Gibbs, Ph.D., *University of Maryland*
Cassandra L. Reyes, Ph.D., *Indiana University of Pennsylvania*
Jane M. Tucker, Ph.D., *Temple University*

Program of Study

The master of science in criminal justice program provides a high-quality, advanced education to both full-time and part-time students. The program is well-suited to working professionals and offers evening courses and selected online electives. Professors are all seasoned professionals in their field of expertise and offer practical as well as academic excellence in the classroom. The program also serves as the basis for those planning to pursue doctoral degrees.

While the department does not require a thesis, students may choose to write a thesis by enrolling in CRJ 610 and receiving three semester hours towards the M.S.

Program Goals

Criminal justice professionals, researchers, and academicians are in a unique position to contribute to society. It is incumbent upon these professionals to

- become knowledgeable about the current issues and dilemmas and their complexities;
- eschew trite and superficial approaches to issues in the discipline;
- elevate and advance the discussions and debates;
- contribute to the development of thoughtful, meaningful, productive proposals and ideas; and
- provide innovative solutions to the more perplexing issues in the field.

To that end, the graduate program of the Department of Criminal Justice seeks to produce graduates who have developed

- a sophisticated working knowledge of the major components in the criminal justice system;
- advanced-information literacy and research skills;
- excellent oral and written communication skills;
- acute critical-thinking skills that will effectively address the complex issues in a contemporary criminal justice system;
- an open, honest, and dedicated approach to identifying and solving society's problems; and

- advanced skills in making sound ethical and moral judgments.

Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must submit scores from the MAT. The department places special emphasis on the academic and professional goals statement found within the application.

Degree Requirements

Prior to receiving the master of science degree in criminal justice, all candidates must

- file an application for admission to candidacy with the Office of Graduate Studies and Extended Education after completion of 12-15 graduate credits,

- complete required courses with grades of B or better, and

- complete a minimum of 30 semester hours of course work with a minimum cumulative GPA of 3.0 (based on a 4.0 system).

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Curriculum	30 semester hours
I. Required	15 semester hours
CRJ 505, 507, 508, 509, and 600	
II. Optional thesis	3 semester hours
III. Electives	12-15 semester hours
Chosen from among the following:	
CRJ 500, 503, 504, 506, 515, 522, 524, 526, 528, 530, 535, 545, 546, 555, 560, 565, 566, 570, 575, 580, 582, 590, 599	

COURSE DESCRIPTIONS

CRIMINAL JUSTICE

Symbol: CRJ

500 Comparative Criminal Justice Systems (3)

This course examines criminal justice systems worldwide, focusing primarily on the relationships between the police, courts, and corrections, and the society these subsystems serve. The primary focus will be on the four legal traditions: the common law, civil law, socialist, and Islamic systems of law and social control. Descriptive material on selected countries will be analyzed and compared. Although the major emphasis will be on the substantive content of assigned readings, some attention will be given to research methodology. This course focuses largely on criminal justice components and thematic issues common among nations worldwide and provides insight into the various methods employed by those nations in administering criminal justice.

503 Criminal Behavior and the Law (3) This course is designed to help the student understand behavior by comparing criminal with normal behavior. A survey course, it reviews types of abnormal behavior and mental disorders, methods of diagnosis, and treatment and resolution of interpersonal conflicts. Also included is an understanding of criminal behavior as it applies to abnormality.

505 Criminological Theory (3) This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theories and the analysis of evidence supportive of various theoretical positions.

506 Advanced Leadership and Management (3) This course offers graduate students insight and understanding into the strategies and skills necessary to become outstanding supervisors and leaders. The course content provides students an opportunity to develop personally and professionally through exploration of theory, application of theory to practice, and skill development related to leadership concepts. Students will practice skill sets in a classroom setting and receive immediate feedback, allowing for discussion.

507 Criminal Justice System: Contemporary Ethical Issues (3) This course will provide the graduate student with an overview of the major components of the criminal justice system (i.e., law enforcement, courts, and corrections), with an emphasis on the ethical issues presented within each.

508 Research Design and Analysis (3) This course is intended to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and the development of conclusions and recommendations.

509 Criminal Jurisprudence (3) This course examines the complex concepts and principles of criminal law and procedure. The foundations of these disciplines will be initially reviewed, followed by a more comprehensive and incisive analysis and investigation of the difficult issues which have evolved through decisions of the United States Supreme Court. Supreme Court jurisprudence is examined and contrasted with the jurisprudence of the Pennsylvania courts.

515 Crime Mapping and Analysis (3) This course examines the process of electronically mapping crime distribution and other spatially defined data with a focus on crime analysis and social service information over time regarding the relevant demographic and social environment. The goal is to teach law enforcement and related social service personnel how to create, manage, map, and analyze data within the spatial context of the relevant community.

522 Corporate and Financial Crime (3) This course facilitates the study of complex and significant areas of economic crime, better known as "white-collar crime." Examples of these types of crimes include insider trading, fraud against the government, corruption of public funds by elected or appointed officials, bid rigging, and unethical industry practices such as "off-labeling" of pharmaceuticals. Basic statutory laws, including the Sherman Anti-Trust Act, will be reviewed.

524 Juvenile Law (3) This course will bring together the leading cases that have reached the Supreme Court, as well as other important federal and state court decisions relating to the juvenile justice process.

525 Restorative Justice (3) This course examines the use of restorative justice in the criminal justice system and its impact on the victim and victim's family, offender, and community at the adult and juvenile level. The history and philosophy of punishment will be explored, as well as a critique and overview of contemporary models of restorative justice.

526 Contemporary Issues in Law Enforcement (3) This course examines current policing strategies and political issues that have developed as a result of those strategies. It also will explore the future of policing in America and will present several interdisciplinary approaches to new theoretical perspectives.

528 Advances in Law Enforcement Technology (3) This course will present, identify, and discuss major trends and cutting-edge initiatives in law enforcement technology, as well as address the latest technology in the lab and in the field. Potential problems with new technologies will be examined, including constitutional issues, public policy implications, and difficulties of implementation.

530 Advanced Interviewing Skills for the Criminal Justice Professional (3) This course describes,

explains, and teaches the techniques used by experienced interviewers based upon the sciences of human communication and interaction. The course defines the more clinical interview by mental health professionals and distinguishes it from the investigative interview as an analytical crime-solving tool.

545 Criminal Profiling (3) This course explains the art and science of criminal profiling used as an investigative technique to identify offenders' demographic, personality, and behavioral characteristics. The course defines the differences between clinical profiling by mental health professionals and profiling as an analytical investigative tool.

546 Addiction (3) This course explores the history and extent of alcohol and other drugs of abuse and the relationship to crime. The current criminal justice response will be analyzed, as will past efforts at crime control. This course will provide students with the factual, theoretical, and philosophical information necessary to understand the multifaceted dimensions of drug abuse and addiction, as well as a rational approach to address the problem.

555 Topical Seminar in Criminal Justice (3) This course will provide an intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. This course may be taken more than once when different topics are presented.

560 Applied Legal Studies (3) This course presumes a sophisticated working knowledge of criminal law and procedure (successful completion of CRJ 509). The course will examine selected factual accounts of criminal law and process. Through critical examination and analysis of these cases, the student will be able to understand the practical realities of the criminal justice system, and to compare theory and philosophy with practice.

565 Victimology: Theory, Research, and Practice (3) This course analyzes historical and contemporary issues in victimology and victim services. The course covers the historical and modern-day roles of victims in criminal justice, victimization trends and patterns, theories of victimization, current research findings related to crime victims, legal rights of victims, and available victim services.

566 Contemporary Issues in Corrections (3) This course analyzes contemporary issues regarding corrections. Such issues will include the privatization of corrections, diversion, restorative justice, treatment of the mentally ill, sentencing disparity, the politics of corrections, the incarceration of youth, the death penalty, prison overcrowding, inmate rights, the media and corrections, and the use of technology in corrections.

570 Gender, Crime, and Justice (3) This course examines the impact gender has on the criminal justice system by exploring the victimization of women

and the culture that supports it. It will also address the unique issues of women as criminals, as prisoners, and as workers in the criminal justice system.

575 Bioterrorism, Bio-crises, and Public Health

(3) This course addresses the protection of the public's health and that of workers, such as first responders, from biological agents that cause disease and/or death. Students will learn scientific concepts, issues, and techniques currently used in disaster mitigation, and response for bio-crises such as disease outbreaks, epidemics, and pandemics, as well as bioterrorism emergencies. Students will synthesize this information to effectively evaluate, communicate, and reduce risk. Students will manage scenarios to enhance leadership skills. As available, a service-learning research project will be incorporated.

580 Cyber Crime (3) This course addresses the evo-

lution of criminal activity using Internet technology. Areas of study will include cyber terrorism, cyber stalking, espionage, information warfare, electronic fraud, "phishing," systems interference, and other virtual crimes.

582 Controversial Criminal Jurisprudence (3) This course presumes a sophisticated working knowledge of criminal law and procedure (successful completion of CRJ 509). It provides an in-depth analysis of the Supreme Court's historical and contemporary approach to the most controversial issues of criminal law and procedure. The perspectives and arguments will be examined through the study and analysis of U.S. Supreme Court cases.

599 Independent Studies in Criminal Justice (1-3)

This course will entail research projects, reports, and readings in criminal justice. Approval of the depart-

ment chairperson is required.

600 Proseminar (3) This capstone course requires the successful completion of a significant empirical research study. It builds knowledge and skills acquired in CRJ 508, as well as the general concepts learned in other graduate CRJ courses. The student is required to present the study's findings in a scholarly paper and an oral presentation. PREREQ: A grade of B or better in CRJ 508 and approval of the graduate coordinator.

610 Thesis (3) Bound and shelved in the library, the thesis represents the student's ability to plan, organize, and direct a research effort designed to discover, develop, or verify knowledge. Students must have a B or better in PSY 501 or PSY 502. Only for those students taking the thesis track.

Early Childhood and Special Education—See Early and Middle Grades Education or Special Education Elementary Education—See Early and Middle Grades Education

Early and Middle Grades Education

106B Recitation Hall

West Chester University
West Chester, PA 19383

610-436-2944

Dr. Leaman, *Chairperson*

Dr. DiLucchio, *Graduate Coordinator*

PROFESSORS

Lynda Baloche, Ed.D., *Temple University*

Michael Bell, Ph.D., *University of Texas at Austin*

David F. Brown, Ed.D., *University of Tennessee*

Wei Wei Cai, Ed.D., *Indiana University of Pennsylvania*

Martha Drobak, Ed.D., *Nova University*

Catherine M. Prudhoe, Ph.D., *University of Delaware*

ASSOCIATE PROFESSORS

Connie DiLucchio, Ed.D., *University of Pennsylvania*

Linda Hanna, Ed.D., *Immaculata University*

Karen Johnson, Ph.D., *University of Albany*

Sara Lamb Kistler, Ph.D., *University of Delaware*

Heather Leaman, Ph.D., *Pennsylvania State University*

Katherine Norris, Ed.D., *Temple University*

Donna Sanderson, Ed.D., *University of Pennsylvania*

Sally Winterton, Ed.D., *University of Pennsylvania*

ASSISTANT PROFESSORS

Lisa J. Lucas, Ed.D., *Immaculata University*

Vicky M. Patton, Ph.D., *Temple University*

Programs of Study in Early Childhood Education

The Department of Early and Middle Grades Education offers programs leading to the master of education.

THE MASTER OF EDUCATION PROGRAM ALONE DOES NOT LEAD TO LEVEL I CERTIFICATION.

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

The M.Ed. in early childhood education is an advanced program of study designed to prepare individuals for leadership positions in the field as teachers or administrators. The **accomplished teachers track** is designed to enhance the knowledge and skills of in-service, certified teachers. The **program administrators track** is focused on developing the leadership skills of child-care administrators and primary-level

principals. Students in either track will take the same eight core courses and then two additional courses based on their track. All candidates will take the capstone course to complete the program.

Admission Requirements for Accomplished Teachers Track

1. Undergraduate degree from an accredited college or university
2. Pennsylvania Instructional I Teaching Certification or its equivalent
3. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)

Admission Requirements for Program Administrators Track

1. Undergraduate degree from an accredited college or university
2. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. At least one year of professional experience in an early childhood setting. Individuals with limited early childhood background may be required to complete additional course work or readings.

Degree Requirements

1. Satisfactory completion of the curriculum as outlined below. Selection of courses should be determined in consultation with an appointed adviser.
2. Cumulative GPA of at least 3.0.
3. Satisfactory completion of an action research project in ECE 550.

Curriculum 33 semester hours

I. Core courses 24 semester hours
ECE 502, 504, 505, 508, 511, 512, 513, 515

II. Accomplished teachers track 6 semester hours
Two courses chosen from one of the following areas: special education (EDA 506, 513, or 542), teaching and learning (EDE 532, 554), literacy (EDR 505, 507, 509, or 535), or educational technology (EDT 500, 501). Both courses must be from the same discipline.

III. Program administrators track 6 semester hours
ECE 514, 517

IV. Capstone course 3 semester hours
ECE 550

Program of Study in Elementary Education

No new students are being accepted in the post-baccalaureate certification program in elementary education.

The Department of Early and Middle Grades Education offers a post-baccalaureate certification program in elementary education. Courses

are available to teachers desiring Level II Pennsylvania elementary certification, Act 48 credits, or professional growth.

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania teaching certificates to pass competency tests in basic skills, general knowledge, professional knowledge, and specific knowledge of the subjects in which they seek teacher certification. Students also must demonstrate that they have met the requirement for computer literacy.

As changes are made in requirements for elementary certification, it is the student's responsibility to satisfy the new requirements.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that became effective January 1, 2011.

The State Board of Education also adopted changes specific to early childhood, elementary (K-6), and special education. New certification guidelines will apply after August 31, 2013 regardless of a candidate's enrollment date. Candidates seeking current certifications must complete their program by August 2013, including all certification requirements.

After the student's application has been submitted to West Chester University's Office of Graduate Studies and Extended Education and appropriate transcripts have been received, the student will be mailed information regarding the program and advisement.

Certification Requirements

Curriculum minimum 54 semester hours

I. Group one (to be completed during first 18 hours)

EDE 551, EDF 510 or 589; EDP 550 and 531,
EDE 526 (early field experience)

II. Group two

Students may enroll in group two courses upon completion of early field experience and at least six additional credits of courses in group one.

EDA 511; EDE 533, 544; EDR 509, 510, and 515; EDT 500;
MTE 553; SCE 595

III. Group three

Students may enroll in group three upon completion of all other course work.

EDE 410-411 (student teaching)

Credit summary: Without considering analysis of undergraduate and/or transfer courses for equivalency, students complete 54 semester hours for certification.

For the post-baccalaureate program, students must take the Praxis II Curriculum Instruction and Assessment Examination before admission to student teaching and pass the Praxis II CIA examination as a means of completing the teacher education program. (Post-baccalaureate applicants must submit passing scores on the Praxis II Fundamental Subjects: Content Knowledge as an admission requirement.)

MASTER OF EDUCATION IN APPLIED STUDIES IN TEACHING AND LEARNING

The master's degree in applied studies in teaching and learning gives experienced educators an opportunity to advance the knowledge and skills needed to be teacher-leaders within their profession. This program recognizes the value of experience; it has been developed to strengthen and deepen the practice of educators through course work designed to emphasize reflection, collaboration, and classroom-based inquiry.

This 36-credit program includes an 18-credit core requirement, a

12-credit area of focused inquiry, the development of a professional portfolio, and a six-credit, classroom-based inquiry project.

Admission Requirements

1. Applicants for the degree program are expected to have an undergraduate degree from an accredited college or university, Pennsylvania Level 1 Teaching Certification or its equivalent.
2. Applicants must have one year of full-time, satisfactory K-12 teaching experience in public or private schools. (All other cases will be considered by the department on an individual basis.)
3. An undergraduate GPA of 3.0 on a 4.0 scale is also required. (If an applicant possesses a master's degree, the GPA requirement applies to that degree.)

Degree Requirements

1. Satisfactory completion of the curriculum as given below. Both the selection and the sequence of courses should be determined in consultation with an appointed adviser. Workshop credits (EDE 580-589) are not permitted. Up to six credits of "Special Topics" courses (EDE 591-593), within an area of focused inquiry, may be counted towards the degree.
2. A cumulative GPA of at least 3.0.
3. Development of a professional portfolio. (The portfolio will be formally evaluated during EDE 571.)
4. Completion of a classroom-based inquiry project in EDE 611.

Curriculum

36 semester hours

I. Initial courses

6 semester hours

EDE 532 and 554 (to be taken during first 15 hours of study)

II. Intermediate courses

9 semester hours

EDE 556, EDF 583, and EDR 535

III. Area of focused inquiry

12 semester hours

Students are to complete a 12-credit area of focused inquiry; students should confer with the assigned adviser to determine an appropriate and desirable area of focused inquiry.

Areas currently include the following:

- 3E Institute: Entrepreneurial Educator
- Autism Spectrum Disorder
- Culturally responsive education
- Education for sustainability
- Inclusion/special education
- Literacy
- Teaching English as a second language
- Technology
- Open area: Students are encouraged to propose their own focus areas based on personal interests and needs and available graduate-level offerings at West Chester University. These areas would be developed with faculty in the student's area of interest and approved by the early and middle grades graduate coordinator. Workshop credits may not be used to satisfy requirements for the area of focused inquiry.

IV. Culminating courses

9 semester hours

EDE 571 and 611

Certificate of Advanced Graduate Study

The certificate of advanced graduate study (CAGS) is designed for students who already possess a master's degree and who want to expand their knowledge in a given area, or to broaden it to include other areas. Such students normally do not wish to undertake a doctoral program but, at the same time, prefer the guidance and structure offered by a program such as the CAGS.

Admission Requirements

A student who wishes to pursue the CAGS must

1. possess a master's degree from an accredited institution;
2. have attained a minimum grade point average (GPA) of 3.0 in a master's degree program; and
3. present two professional letters of recommendation.
4. Acceptance for study toward the CAGS will be determined by the faculty of the Department of Early and Middle Grades Education.

However, prior to formal admission to the program, the student is required to develop a proposed plan of study with the supervising committee (consisting of the major adviser and one additional member) that has been appointed by the department chairperson or a designee.

Program of Study

A minimum of 30 semester hours earned beyond the master's degree is required. Students accepted into the program will pursue a plan of study to meet their individual needs. Plans will be developed with the major advisor and be approved by the student's supervising committee. Previous course work taken will be considered in the development of the student's program. Also, the suggested program will be presented to the departmental graduate committee for approval. Course work may be arranged as shown below:

Curriculum	minimum 30 semester hours
I. Area of specialization	18-24 semester hours (Examples: early childhood education, elementary education - general, language arts, mathematics, reading, science, social studies, gifted education)
Programs will be individually tailored for each student by an adviser.	
II. Course work in complementary areas	0-6 semester hours
III. Seminar in research	3 semester hours
IV. Research report	3 semester hours

Transfer Credits

A maximum of six hours of approved transfer credit earned after the master's degree may be applied to the proposed program if the courses complement the area of specialization and if the credits were earned within a period of three years before entering this program.

Certificate of Approval

Successful completion of the program requires that the student

1. achieves a minimum GPA of 3.25 in all course work in the area of specialization and a minimum GPA of 3.0 in all course work taken outside the College of Education;
2. successfully passes an oral examination in the area of specialization, as well as completes a research report, with all requirements (including the research report), to be completed before the student is permitted to take the oral examination;
3. meets all program requirements; and
4. completes the program within six years following the date of the first enrollment.

Level I Post-Baccalaureate Teacher Certification Programs – Pre-K through Grade 4: Early Grades Preparation (EGP), and Grade 4 through Grade 8: Middle Grades Preparation (MGP)

The Department of Early and Middle Grades Education offers two flexible programs leading to Pennsylvania Level Certification, granted by the Pennsylvania Department of Education: certification in Pre-Kindergarten through Grade 4 (EGP) and certification in Grade 4 through Grade 8 (MGP). Both programs are designed for candidates who (a) have completed a B.A. or B.S. degree in an area other than education, or (b) hold a teaching certificate in another grade range or in a content area.

Admission Requirements

As part of the application process, candidates must submit the following materials:

1. official academic transcript(s) from all colleges and universities attended, demonstrating a minimum GPA of 3.0 on a 4.0 scale;
2. a professional goals statement;
3. two recommendations; and
4. for MGP, a copy of passing scores on PDE-mandated Praxis II subject concentration tests in either math or science.

Note: Educational Testing Services will not send a copy of candidates' Praxis scores to WCU's Office of Graduate Studies. More information

and registration for the Praxis Exams are available on the College of Education website.

Program Requirements

Level I Certification program requirements are determined on an individual basis. Each candidate will receive an **approved program of study** which will include a checklist of (a) previously completed courses that the graduate coordinator accepts as equivalent to required courses in the program, (b) work and volunteer experiences the graduate coordinator accepts as equivalent to required courses, and (c) courses required to complete the candidate's certification program.

1. Pennsylvania Certification Tests

Those seeking an Instructional I Certificate in the Commonwealth of Pennsylvania must have a minimum GPA of 3.0 by program completion, plus passing scores (as determined by the PDE) on required Praxis exams. The PDE periodically changes testing requirements and passing scores. Up-to-date information about the Pennsylvania certification tests is available at http://www.wcupa.edu/_academics/CoEd/PAtests.asp/.

2. Formal Admission to Teacher Education (FATE)

All students who enter the post-baccalaureate certification program for either the early grades or middle grades preparation program are designated as probationary teacher education students until they achieve FATE. **Note: FATE is not the same as admission to graduate studies.** Students apply for FATE after receipt of the acceptance letter to graduate studies.

Only students achieving FATE will be able to enroll in the "professional semester," which includes field experience and student teaching. Because students need to file an application for student teaching two semesters prior to the professional semester, they are strongly encouraged to apply for FATE as soon as possible after being admitted to graduate studies. The Department of Early and Middle Grades Education sends information about FATE requirements soon after students are accepted into WCU.

Clearance Requirements for Field Experiences in the Professional Education Unit

All students participating in West Chester University academic courses that require participation in observation, practicum, field experience or student teaching experience must provide up-to-date clearances prior to the fourth day of the semester in which they enrolled in such courses. Students will provide clearances to the university in a manner stipulated but the dean of the college of education in accordance with the WCU Professional Education Unit Policy Requiring Current Criminal Background Clearances for Enrollment in Field Experience Courses and Student Teaching. Students who fail to provide the proper clearances, as stipulated, will have their enrollment in the course revoked.

Curriculum (EGP) 57 semester hours

Group I: EDA 542, EGP 501*, and EGP 520*

Group II: EGP 522*, EGP 535, EGP 540, EDP 553, EDR 503, EDR 513, EDR 533*, EDR 545, LAN/ENG 586, MTE 553, and SCE 520

Group III (the professional semester): EGP 550*, EGP 551*, EGP 552* (includes 12 weeks of student teaching)

Note: Students wishing to enroll in the professional semester must have (a) completed all required course work and field hours in Group I and II courses, (b) achieved FATE, and (c) shown evidence of having taken the PDE-mandated specialty area Praxis II Exam(s).

Curriculum (MGP) 51 semester hours

Group I: EDP 501*, MGP 520*, and EDA 542

Group II: EDP 554*, EDR 518, EDR 528, EDR 538*, EDR 545,

* Since these courses include fieldwork, students must have all current criminal, child abuse, FBI fingerprinting, and TB test clearances on file before the first day of class.

LAN/ENG 586, MGP 535*, MTE 553, MTE 555*, SCE 530*

Group III (the professional semester): MGP 550*, MGP 551*, MGP 552* (includes 12 weeks of student teaching)

Note: Students wishing to enroll in the professional semester must have (a) completed all required course work and field hours in Group I and II courses (b) achieved FATE, (c) presented passing scores on two subject concentration Praxis tests (social studies, reading/language

arts, math *or* science; either math or science is required), and (d) shown evidence of having taken the PDE-mandated specialty area Praxis II Exam(s).

* Since these courses include field work, students must have all current criminal, child abuse, FBI fingerprinting, and TB test clearances on file before the first day of class.

COURSE DESCRIPTIONS EARLY CHILDHOOD EDUCATION

Symbol: ECE

502 Advanced Child Development: Prebirth–Eight Years (3) Covers development of children prebirth through age eight. A review of historical and contemporary theories of development, as well as emerging research, is included.

503 Foundations of Early Childhood Education (3) The content of this graduate course focuses on critically examining the historical, philosophical, and sociocultural foundations of early childhood education, as well as contemporary issues in the field.

504 Play as a Learning Medium (3) This course focuses on the significance of play in human development and learning, analysis of play environments, and their contexts.

505 Families, Communities, and Education in a Multicultural Society (3) This graduate course focuses on important contexts in which young children develop. The educator's role in relation to family cultures and communities will be analyzed.

506 Curriculum and Assessment I: Birth Through Age Eight (3) This course focuses on curriculum development and assessment in early childhood education from historical, national, and cultural perspectives.

507 Curriculum and Assessment II: Birth Through Age Eight (3) This course builds on and expands curriculum and assessment knowledge in early childhood education. The course covers learning contexts, unit planning, family involvement, and classroom management. PREREQ: EDC 506.

508 Advocacy and Leadership in Early Childhood Education (3) Personal service, leadership, and advocacy on behalf of children, families, and communities will be highlighted. Students will develop an action research proposal as a requirement of this course.

511 Trends and Issues in ECE (3) This course provides an understanding of the evolution of early childhood education. Contemporary issues and trends in the field of early childhood education are discussed in view of historical, social, cultural, and political influences.

512 Integrated Curriculum and Assessment: Birth to Age 8 (3) Designed for teachers, program administrators, and principals in early childhood settings, this course is an in-depth examination of the curriculum frameworks, standards, and assessment in early childhood education.

513 Advocating for Young Children and Families (3) Professional service and advocacy on behalf of children, families, and communities will be course highlights. Students will analyze policies and develop skills in advocacy and community mobilization.

514 Leadership in ECE (3) Through this course students will enhance their knowledge, skills, and dispositions for management and leadership as defined by NAEYC accreditation criteria.

515 Coaching and Supervision in ECE (3) This course explores the current theory, research, and best practices related to mentoring/coaching and supervision of professional practice in early childhood settings.

517 Small Business Management in ECE (3) This course is designed to help directors and teacher/supervisors successfully plan, organize, and manage a child care center. This course assumes that students have little or no knowledge in economics, finance, accounting, and general business management.

550 The Early Childhood Professionals as Researchers (3) Students in this course will conduct "teacher as researcher" activities focused on early childhood education contexts. This course serves as the capstone for the master's degree in early childhood education. PREREQ: ECE 508.

598 Workshop in Early Childhood Education (3)

Symbol: EDE

503 Contemporary Influences in Early Childhood Education (3) Current factors that affect the educational needs of young children and classroom practices reflecting those influences.

ELEMENTARY EDUCATION

Symbol: EDE

509 Writing Development and Instruction (3) Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings. This course is crosslisted as EDR 509.

526 Professional Dimensions of Teaching and Learning (3) An introduction to the dimensions of teaching and learning in the context of the culturally responsive, elementary classroom. Observations and supervised experiences in field-based settings are required.

532 Teaching and Learning: Linking Theory to Practice (3) This course is intended to help teachers connect knowledge of curriculum design and learning theory with the development of culturally responsive curriculum and effective classroom practice.

533 Social Studies and Health Education in the Elementary School (3) An interdisciplinary overview of the content, context, purpose, and strategies for teaching history, geography, the social sciences, and health education in the elementary classroom. National, state, and local standards are used as frameworks for exploration.

543 Creative Expression in the Elementary School (3) Theories and techniques to promote creative thinking and enhance children's creative potential in all areas of the school curriculum.

544 Integrating Creativity and the Arts Across the Curriculum (3) An examination of creativity theory and the arts disciplines, with emphases on the purposes and processes of integrating arts skills and knowledge across the elementary curriculum.

551 Child and Adolescent Behavior I (3) A survey of characteristic development and behavior of children between 5 and 13 years of age, situated within theories of human development with emphasis on application to classroom settings. Open to elementary education majors only.

552 The Middle School Child (3) Development, behavior, and specific needs during late childhood and early adolescence (10–15 years); applies to working with children in the middle school. PREREQ: Recent course in child/human development.

554 The Reflective Teacher: Examining Cultural

Paradigms in the Contemporary Classroom (3) An investigation of the origins of popular, personal, and theoretical constructions of teaching and learning processes and how these constructions influence contemporary practice.

555 The Classroom as Content and Context for Learning (3) Exploration and application of models and theories to facilitate analysis of the classroom with emphases on the complex intra- and interpersonal processes that determine the personal, social, and ecological contexts for learning.

556 Human Development (3) Study of cross-culturally evolving perspectives on healthy developmental processes in children and adults. Application of findings to interaction between teachers and learners within the contexts of family, school, and community. PREREQ: EDE 554.

557 The Foundations of Cooperative Learning (3)

(3) Exploration of various theories, models, and strategies for cooperative learning, with the goal of systematic implementation into all areas of the school curriculum.

560 Culturally Responsive Education (3) This course is designed to help educators address issues related to diversity in the classroom. Students will explore their own cultural self identity and the importance of valuing multiple perspectives in preparing and implementing instruction.

563 Teacher as Leader (3) This course will provide opportunities for teachers to study their roles in change processes through an examination of teacher leadership.

565 Effective Classroom Management (3) Dynamics of interpersonal relations in planning and facilitating classroom instruction.

571 Educational Change: A Systemic View (3)

Exploration of theories and models of educational change, with emphases on systems thinking and the central role of the teacher in the change process. PREREQ: EDE 532, 554, 556; EDF 583; EDR 535.

580–589 Workshops in Elementary Education (1–6)

Additional course numbers will be assigned as new areas of study are announced. Credits vary. The series currently includes the following:

580 Workshop in Elementary Education

586 Workshop in Curriculum Enrichment

589 Workshop in Humanizing Teaching and Learning

590 Independent Study (1–3) Enrollment by permission; number of credits determined by graduate coordinator. Crosslisted with EDE 590 and MGP 590.

591–593 Special Topics (1–3)

598 Workshop in Elementary Education (3)

600 Research Report (1–2)

605 Educational Leadership and Change Theory (3)

(3) This course examines the purpose and process of literacy coaching through the perspectives of teachers as leaders, change agents, and collaborators. The course regards change as both a focus of inquiry and of action.

610 Thesis (4–6)

611 Teacher as Classroom Researcher (6) This course explores the role of classroom research in

the professional life of the teacher. With the goal of informing personal practice and collegial discourse, participants review existing literature, design and carry out an investigation in their own setting, and report results to professional colleagues. PREREQ: EDE 532, 554, 556, 571; EDF 583; and EDR 535.

EARLY GRADES PREPARATION

Symbol: EGP

501 Human Development from Gestation through Adolescence (3) An examination of typical and atypical development, across all developmental domains, from gestation to 18 years. PREREQ: Current field clearances.

520 Professional Dimensions of Teaching Early Grades (3) An introduction to the teaching profession within the context of the contemporary Pre-K–4 classroom; 30 hours supervised field work are required. PREREQ or COREQ: EGP 501. PREREQ: Current field clearances.

522 Pre-Kindergarten Programs and Methods and Pre-K–4 Family Partnerships (6) A comprehensive study of developmentally appropriate pre-kindergarten programs. A study of the role of families and family/school partnerships in the education of children Pre-K–4; 75 hours of supervised field work are required in Pre-K settings. PREREQ: EGP 501, 520, and current field clearances.

535 Teaching Social Studies and Health, Pre-K–4 (3) A study of social studies and health education curricula, instruction, and assessment Pre-K through

grade 4. National, state, and local standards are used as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies and health. PREREQ: EGP 520.

540 Building Community and Integrating the Arts in the Pre-K–4 Classroom (3) Study of the classroom as a unique social system and international community, with emphasis on the knowledge and skills essential to facilitating cooperation. Study of the arts disciplines, with emphasis on the knowledge and skill needed to integrate the arts into the Pre-K–4 classroom. PREREQ or COREQ: EGP 535.

550 Developmental Field Experiences in Inclusive Classrooms (3) Developmental field experiences in inclusive classrooms. COREQ: EGP 551, 552. PREREQ: FATE, Praxis testing, professional course work.

551/552 Student Teaching (3/6) A 12-week, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting instruction. Weekly seminars are required. COREQ: EGP 550. PREREQ: FATE, field clearances, all course work, and Praxis testing.

◆ **590 Independent Study (1–3)** Enrollment by permission; number of credits determined by graduate coordinator. Crosslisted with EDE 590 and EGP 590.

MIDDLE GRADES PREPARATION

Symbol: MGP

520 Professional Dimensions of Teaching Middle

Grades (3) An introduction to the teaching profession within the context of contemporary grades 4–8 classrooms; 30 hours of supervised field work are required. PREREQ or COREQ: EDP 501. PREREQ: Current field clearances.

535 Teaching Social Studies in Grades 4–8 (3) A study of social studies teaching and student learning in grades 4 through 8, focusing on related curricula, instruction, and assessment. National, state, and local standards are used as frameworks to explore the context, purpose, content, and interdisciplinary nature of social studies. PREREQ: MGP 520.

550 Developmental Field Experiences in Inclusive Classrooms (3) Developmental field experiences in inclusive classroom. COREQ: MGP 551, 552. PREREQ: FATE, Praxis testing, professional course work.

551 Student Teaching (3–6) A 12-week, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting instruction. Weekly seminars are required. COREQ: MGP 550. PREREQ: FATE, field clearances, all course work, and Praxis testing.

◆ **590 Independent Study (1–3)** Enrollment by permission; number of credits determined by graduate coordinator. Crosslisted with EDE 590 and EGP 590.

◆ This course may be taken again for credit.

Earth Science — See Geology and Astronomy

Economics — See Business

English

541/531 Main Hall

West Chester University

West Chester, PA 19383

610-436-2745/436-2822

Dr. Tischio, *Chairperson*

Dr. Sorisio, *Graduate Coordinator*

Dr. Walters, *Assistant Chairperson*

PROFESSORS

Hannah Ashley, Ph.D., Temple University

Jen Bacon, Ph.D., Rensselaer Polytechnic Institute

Robert P. Fletcher, Ph.D., University of California, Los Angeles

Paul D. Green, Ph.D., Harvard University

Anne F. Herzog, Ph.D., Rutgers University

Jane E. Jeffrey, Ph.D., Iowa University

William Lalicker, Ph.D., University of Washington

Rodney Mader, Ph.D., Temple University

Paul L. Maltby, Ph.D., Sussex University

Garrett Molholt, Ph.D., University of Wisconsin

Geetha Ramanathan, Ph.D., University of Illinois

Andrew Sargent, Ph.D., University of California, Los Angeles

Judith Scheffler, Ph.D., University of Pennsylvania

Carolyn Sorisio, Ph.D., Temple University

Victoria Tischio, Ph.D., University at Albany, State University of New York

Carla Verderame, Ph.D., University of Michigan

Cheryl L. Wanko, Ph.D., Pennsylvania State University

ASSOCIATE PROFESSORS

Christian K. Awuyah, Ph.D., University of Alberta

Mary Buckelew, Ph.D., University of New Mexico

Juanita R. Comfort, Ph.D., Ohio State University

Margaret Ervin, Ph.D., University at Albany, State University of New York

Karen Fitts, Ph.D., Texas Christian University

Deidre A. Johnson, Ph.D., University of Minnesota

Seth Kahn, Ph.D., Syracuse University

Graham MacPhee, Ph.D., University of Sussex (England)

Merry Perry, Ph.D., University of South Florida

Cherise Pollard, Ph.D., University of Pittsburgh

Timothy Ray, Ph.D., Bowling Green State University

Andrew Sargent, Ph.D., University of California, Los Angeles

Eleanor Shevlin, Ph.D., University of Maryland

Luanne Smith, M.F.A., Pennsylvania State University

Christopher J. Teutsch, Ph.D., University of Wisconsin-Milwaukee

K. Hyoejin Yoon, Ph.D., University at Albany, State University of New York

ASSISTANT PROFESSORS

Charles Bauerlein, M.A., Pennsylvania State University

Lynne Cooke, Ph.D., Rensselaer Polytechnic Institute

Randall Cream, Ph.D., University of Connecticut

Eric Dodson-Robinson, Ph.D., University of Illinois

Kristine Ervin, Ph.D., University of Houston

Ayan Gangopadhyay, University of California, Los Angeles

Gabrielle Halko, Ph.D., Western Michigan University

H. Bernard Hall, Ph.D., Temple University

John Hanson, Ph.D., Florida State University

Christopher Merkner, Ph.D., University of Denver

Joseph Navitsky, Ph.D., Boston University

William M. Nessly, Ph.D., University of Pennsylvania

Elizabeth Nollen, Ph.D., Indiana University

Patricia A. Pfleiger, Ph.D., University of Minnesota

Laura Renzi, Ph.D., *Ohio State University*

Pauline Schmidt, Ph.D., *University of Buffalo*

Jeffrey Sommers, Ph.D., *New York University*

Spring Ulmer, M.F.A., *University of Arizona*; M.F.A., *University of Iowa*

Kuhio Walters, Ph.D., *University of New Hampshire*

Program of Study

The M.A. in English offers two tracks: one in literature, the other in writing, teaching, and criticism. In each track, students may choose between thesis and nonthesis options. In the thesis option of the literature track, a concentration in creative writing is available.

The master of arts in English helps students attain a number of goals. It offers opportunities for the study of language, literature, rhetoric and composition, pedagogy, creative writing, and literary and cultural critical theory. The diverse and comprehensive selection of courses cultivates scholarly knowledge and enhances cultural literacy in an atmosphere that engages students intellectually and creatively. The program prepares students to enroll in advanced graduate programs (for the Ph.D. in literature or composition and rhetoric, for example), to teach literature or writing in secondary schools or two-year colleges, and to enter a range of other professions in which writing expertise and analytical thinking are valued.

The Department of English also participates in an interdisciplinary program leading to the master of arts in teaching English as a second language. (See the section "Teaching English as a Second Language," page 105.) In addition, the Department of English welcomes students who wish to take courses for professional growth and provides assistance and advice to postbaccalaureate students wishing to acquire secondary teaching certification in English.

Admission Requirements

The applicant to the M.A. program in English must (1) meet the general requirements for admission to degree study at West Chester University; (2) submit a 5-6 page writing sample on a subject related to the study of English; (3) satisfy other departmental admission requirements established in consultation with the graduate coordinator; (4) take additional graduate and/or undergraduate courses when considered necessary. Normally, applicants who do not have a strong undergraduate record in English literature may be expected to take additional courses for full admission into the M.A. program in English.

The applicant seeking secondary English certification only must apply through the Office of Graduate Studies and Extended Education to the Department of Professional and Secondary Education and must have the transcripts evaluated by both the School of Education and the Department of English. The general requirements for admission include items (1) and (2) listed under "Admission Requirements for Degree Students" found at the beginning of the Graduate Catalog.

MASTER OF ARTS IN ENGLISH

Both a thesis and a nonthesis option are available in both the literature track and the writing, teaching, and criticism track.

Thesis Option Literature Track

33-36 semester hours

I. Required

9-12 semester hours

ENG 500 and ENG 501 (or ENG 501 and ENG 504 for the creative writing concentration) are to be taken before the completion of 12 semester hours of graduate credit. (6)

ENG 620 M.A. Essay (about 40 pages) to be completed at the end of course work under the direction of an adviser selected in consultation with the graduate coordinator. An oral defense of this essay also will be required. (3-6)

II. Course selection

24 semester hours

In addition to ENG 500 or 504, 501, and 620, all students will take eight courses selected in consultation with the graduate coordinator according to the following plan:

1. At least one course in British literature before 1660 (3)
2. At least one course in British or American literature (including African-American) between 1660 and 1900 (3)
3. At least one course in British or American literature (including African-American) between 1900 and 2000 (3)
4. At least one course in noncanonical literatures, including comparative literature, women's literature, African-American literature, Native-American literature, and other literatures representing cultural diversity (3)
5. Four electives (12)

Nonthesis Option Literature Track

36 semester hours

I. Required

6 semester hours

ENG 500 and ENG 501 are to be taken before the completion of 12 semester hours of graduate credit. (6)

II. Course selection

30 semester hours

In addition to ENG 500 and 501, all students will select 10 courses in consultation with the graduate coordinator according to the following plan:

1. At least one course in literature before 1500 (3)
2. At least one course in literature between 1500 and 1660 (3)
3. At least one course in literature between 1660 and 1800 (3)
4. At least one course in British or American literature between 1800 and 1900 (3)
5. At least one course in British or American literature between 1900 and 2000 (3)
6. Five electives (15)

Additional requirements

1. At least one course must be taken in American literature (including African-American and Native-American).
2. At least two courses must be in noncanonical topics (that is, material, literature, and culture not traditionally regarded as representing mainstream or "high" culture).

Creative Writing Concentration

33-36 semester hours

I. Required

9-12 semester hours

ENG 501 and ENG 504 (6)

ENG 620 M.A. Essay is a portfolio of original fiction or poetry. (3-6)

II. Course selection

24 semester hours

1. Four electives from any course in general topics and theory, American literature, English literature, comparative literature, composition and rhetoric, and research and special topics.
2. Four courses chosen from among poetry and fiction workshops (12)

Writing, Teaching, and Criticism Track

36 semester hours

I. Writing: Composition and Rhetoric

6 semester hours

ENG 506 (3)

One course from the following composition and rhetoric electives: ENG 506, 508, 594, 596, 600, 617, 618, 619 (3)

II. Teaching: Pennsylvania Writing and Literature Project

6 semester hours

PWP 502 (3)

One course from the list of three-credit PAWLP courses at the end of the departmental course listings

III. Criticism: Literature

6 semester hours

ENG 501 (3)

One course from any literature electives from ENG 501 through 573, and 592, 593, and 615

IV. Capstone course

3 semester hours

ENG 616

V. Free electives

15 semester hours

These 15 credits may be taken in any of the three main categories, above (I - III), or a student may substitute EDR 505 or EDR 507 (offered by the Department of Literacy) for one of the three-credit elective classes. No more than 12 semester hours (including the six in category II above) may be taken from a list of courses taught by

PAWLP master teachers.

VI. Additional requirement

At least one course in the program must be in noncanonical topics (that is, a course that theorizes issues of race, gender, ethnicity, and/or class).

In each M.A. option/track, one course may be a compatible course taken in another department. For more information concerning graduate work in English, including course listings, see the Handbook for Graduate English Studies and Guidelines for Completing the M.A. Essay, available from the English graduate coordinator.

Secondary English Certification Option

Some students pursue certification for Pennsylvania teaching after they graduate with bachelor's degrees from West Chester or other universities. The Department of English normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the appropriate adviser in the Department of English to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with their adviser to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an adviser in the Department of Professional and Secondary Education for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that became effective January 1, 2011.

Certificate Curriculum

I. Required

Two linguistics courses:

- ENG 230 (or ENG 230, LIN/LEN 501, 503, 512)
- ENG 331 (or ENG 575, LIN/LEN 504, 505)

Two advanced methods courses:

- ENG 390

COURSE DESCRIPTIONS

ENGLISH

Symbol: ENG

GENERAL TOPICS AND THEORY

500 Introduction to the Profession (3) An introduction to the methods and materials of research used by scholars of English and American literature. An introduction to current issues and debates in the profession and to the history of the profession.

501 Literary Theory (3) Study of various methods of literary theory and analysis; the application of these methods to specific works of literature.

502 History of Criticism (3) A historical study of literary criticism and aesthetic theory from Plato and Aristotle to the present.

504 Methods and Materials of Publishing (3) This course is designed to familiarize graduate students with the history of the book and to provide them with the opportunity to gain practical experience in book production.

505 Queer Theory (3) Participants in this course will read some of the major texts in the emergent fields of cultural criticism known as Queer Theory, which draws from various strains of post-structuralism, such as feminism, deconstruction, race studies, and post-colonial and psychoanalytic theory, in order to examine ideas about gender and sexuality as they are represented in many types of cultural products.

507 Literature Seminar (3) Variable topics announced each time the course is offered.

ENGLISH LITERATURE

517 Beowulf (3) An analysis of the full poem in Old English. Emphasis on the artistic, linguistic, and historic values. PREREQ: ENG 584 or equivalent.

518 Chaucer (3) A study of the *Canterbury Tales* and *Troilus and Criseyde*.

519 16th-Century Poetry and Prose (3) A survey of the major poetry and prose written in England during the Tudor period from Skelton to Shakespeare.

520 Spenser and Milton (3) The major works of

- ENG 392

II. Nine Advanced English courses

("Advanced" means courses determined to be upper-level undergraduate or graduate courses. At West Chester, the courses that qualify are numbered in the 300s, 400s, 500s, or 600s.)

- A course in literary theory (e.g., ENG 296 or ENG 501)
- A course in British literature
- A course in American literature
- A course in world literature
- A course in literature for young adults (e.g., LIT 398, or ENG 593; prereq: literary theory)
- A course that theorizes teaching (e.g., ENG 506, 595, 596, 600, or 671)
- A course in reading texts rhetorically ("The Rhetoric[s] of ...")
- A composition and rhetoric elective chosen from among those listed in #6 and #7.
- An English elective

Notes:

- Students must attain a GPA of 3.0 to student teach and have a GPA of 3.0 at the conclusion of their program.
- Students should be formally admitted to the teacher certification program and should have taken ENG 230, ENG 331, EDM 300, EDP 351, and EDS 306 before taking the advanced methods courses (ENG 390, ENG 392). "Formal admission" means that students have met the requirements to do advanced study in a teacher education program. To be formally admitted, students must pass all their Praxis I (PPST) tests, earned at least 48 college credits (including three in writing, three in literature, and six in math), attained the required GPA (usually 2.8), and passed the Department of English's test of writing competency. Then they need to apply for formal admission at the College of Education.
- The Department of English's test of writing competency is offered once in the fall and once in the spring. It is the student's responsibility to find out when the test is given and to make arrangements for attendance.
- Students must submit a successful writing portfolio before student teaching.
- Many of these classes are offered during the day and during the fall and spring semesters only, especially the advanced methods courses.
- Students should contact the Department of Professional and Secondary Education to be properly advised about education courses.

For more information concerning secondary English certification for post-baccalaureate students, contact the Department of English graduate coordinator.

Spenser and Milton studied in relation to the intellectual climate of the Renaissance. Emphasis on *The Faerie Queene* and *Paradise Lost*.

521 Major Renaissance Writers (3) An in-depth study of major figures in the Renaissance. Intellectual background and literary influences. Variable topics.

522 English Drama to 1642 (3) A survey of English drama (exclusive of Shakespeare) from its medieval beginnings to the closing of the theatres in 1642.

523 Shakespeare's Sisters (3) Poetry, prose, and drama by Renaissance women writers. Includes Elizabeth I, Mary Wroth, Elizabeth Cary, Amelia Lanier, Katherine Philips, Bathsua Makin, and others. Topics addressed include women's education, attacks on and defenses of womankind, love poetry by men and women, heroic women, and "a woman's place."

525 Shakespeare's Tragedies and Histories (3) Histories and tragedies read with analysis of dramatic and poetic effects.

526 Shakespeare's Comedies and Poems (3) The comedies analyzed. The poems read in relation to

Shakespeare's developing dramatic and poetic power. **527 17th-Century Poetry and Prose (3)** An in-depth study of the major poets and prose writers from Donne to Milton.

529 18th-Century Poetry and Prose (3) A study of the literature of the era, with emphasis on the cultural context, aesthetic theory, and the evolution of poetic techniques.

530 Restoration and 18th-Century Drama (3) Critical history of the British drama from the re-opening of the theatres to Sheridan. Major playwrights and study of theatre history. **531 18th-Century British Novel (3)** A study of the rise of the novel and its development in the 18th century. Defoe, Richardson, Fielding, Smollett, and Sterne.

533 Romantic Poetry and Prose (3) The poetry and prose of the early 19th century with emphasis on the five major poets (Wordsworth, Coleridge, Byron, Shelley, and Keats) and three major essayists (Lamb, Hazlitt, and De Quincey).

534 Victorian Poetry (3) A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy.

535 Culture and Society in the 19th Century (3) A study of Victorian literature against its social and intellectual background.

536 19th-Century British Novel (3) The British novel from Scott to Hardy.

537 20th-Century British Novel (3) A study of the British novel from 1914 to the present.

538 20th-Century British Poetry (3) A comprehensive study of the major British poets from 1890 to the present.

539 Major 20th-Century Irish Writers (3) A comprehensive study of significant Irish writers of the 20th century: Yeats, Joyce, O'Casey, Synge, O'Connor, O'Faolain, Beckett, and Shaw.

540 Joyce and Beckett (3) Detailed critical analysis of Joyce's Dubliners, A Portrait of the Artist as a Young Man, Exiles, and Ulysses; Beckett's drama and novels.

541 20th-Century Drama (3) Principal British and American playwrights.

◆ **544 Seminar in English Literature (3)** Topic announced when offered.

545 Medieval Women's Culture (3) This course studies writings by medieval women and their contribution to the development of medieval culture.

AMERICAN LITERATURE

◆ **547 American Literary Movements (3)** Major movements in the development of American literature. Influence of leading writers on literary concepts, trends, and critical dicta. Topics announced when offered.

548 Early American Literature (3) Studies in early American literature and culture. For example, "contact zones," spiritual narratives, belle-lettrism, the revolutionary public sphere.

549 19th-Century American Literature (3) An investigation of 19th-century literature and its cultural context. For example, Romantic writers and reform movements, realism and reconstruction.

551 Literature and Culture in 20th-Century America (3) Variable topics. For example, Naturalism, Realism, Modernism, Post-Modernism, Subaltern Writing.

552 Twentieth Century Native American Literature (3) This course investigates the Native American novel and the struggle of Native Americans for self-representation.

557 Major 20th-Century American Poets (3) A close study of several major, modern American poets.

558 20th-Century American Writers (3) One or more major prose writers and literary movements from 1900 to the present.

562 Modern African-American Literature (3) An intensive study in themes and trends in modern African-American literature.

563 African-American Women Writers in America (3) Writings from the Colonial period to the present. A survey of the forms of expression used by these writers and the themes of gender, race, and class that challenge and redefine the image of women in an American and African-American context.

◆ **564 Seminar in American Literature (3)** Variable topics announced when offered.

COMPARATIVE LITERATURE

◆ **565 Comparative Literature Seminar (3)** Studies in international, literary, and/or cultural relations; the characteristics and relationships of literary themes, types, and genres. Topics announced when offered.

566 Comparative Literature: The Greek Myths (3)

(3) The role of Greek myths and their treatment in Western literature.

568 20th-Century Women Poets (3) The study of a significant number of modern women poets from Amy Lowell to Diane Wakoski. Discussion of commentary by women poets about the experience of writing poetry. Although the emphasis is on English and American poets, representatives from other cultures will be included.

571 Colonialism and the 20th-Century Novel (3) An examination of the relationship of the colonialist theme and modernist techniques in the novel.

573 Literature of the Holocaust (3) The central goals of this course are to help students understand, in some small way, the unimaginable horrors of the Holocaust, and by focusing on a limited number of Holocaust and post-Holocaust texts for critical discussion, to provide a voice for the millions silenced by the Nazis.

LANGUAGE

575 Structure of Modern English (3) A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach.

576 Curriculum and Materials for TESL (3) Application of second language learning principles for the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum.

577 History of the English Language (3) Review of the major influences on the development of the English language. PREREQ: LIN 501 or LIN 503.

578 Modern English (3) A study of the development of the English language from 1450 to the present (exclusive of American English).

579 Studies in American English (3) Historical processes in the development of American and British English. Regional and social dialects of American English. Usage and sociolinguistics.

580 English Language Workshop (1-4) Workshop to survey recent developments and newer concepts in English linguistics for teachers. Variable structure and credit by arrangement with individual school districts.

582 Sociolinguistic Issues in ESL/Second Language Education (3) Introduction to social, historical, legal, and cultural issues influencing minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world. Crosslisted as LAN 582. PREREQ: LIN 501.

583 Second Language Acquisition (SLA) (3) Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning. Crosslisted as LAN 583. PREREQ: LIN 501.

584 Old English Language and Literature (3) An

introductory study of the language through a reading of selected religious and secular poetry and prose.

585 Middle English Language and Literature (3) An introductory study of the language (1150-1450) through a reading of selected texts (exclusive of Chaucer).

◆ **589 Language Seminar (3)** Studies in English language and linguistics. Topics announced when offered. PREREQ: LIN 501 or the equivalent.

◆ **590 Independent Study (1-3)** Research projects, reports, and specialized readings. PREREQ: Approval of instructor and coordinator of English graduate studies.

612 Assessment of ESL/Second Language

Students (3) Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice administering tests and interpreting results. Overview of issues in assessing second language students. Crosslisted as LAN 612. PREREQ: LIN 501.

TEACHING SKILLS

506 Critical Pedagogies and Literacies (3) This course introduces students to two complementary bodies of literature: critical literacy and critical pedagogy. Students will analyze the educational system's role in maintaining or challenging diverse values, policies, and interests. To do so, students will ask questions about what we teach, how we teach, who we teach, and who we are as teachers: questions designed to frame the educational system socially, politically, and institutionally.

591 Modern Techniques for the Teaching of English (3) Techniques of teaching language arts, composition, and literature in the secondary school. Practice in planning and designing units and courses of study. Exploration into the latest research in teaching English.

592 Literature for the Elementary School (3) The content and approach of the literature program in the elementary school.

593 Literature for the Secondary School (3) An examination of the literary interests of the secondary school student. A discussion of the works of major writers who appeal to the teenage student.

COMPOSITION AND RHETORIC

◆ **508 Writing Seminar (3)** Experience in nonfiction prose writing; discussion and development of major projects.

594 Directed Studies in Composition and Rhetoric (3) Offers students systematic guidance and instruction in a specially formulated project involving scholarly or empirical research in composition.

595 Teaching Composition (3) A survey of developments and research in composition. Focus on the writing process, grading and evaluation, case approaches to writing assignments, writing across the curriculum, and remedial and developmental writing.

596 Composition and Rhetoric (3) Survey of rhetoric and composition theory. Frequent practice in writing.

600 Tutoring Composition (3) Theory and practice of teaching basic writing in the tutoring environment.

617 Writing Diverse Discourses in the Classroom (3)

(3) This course will take up theories and practices of cultural diversities in written classroom discourses. Reading assignments cover theories of representation and examples of classroom pedagogies and research, all of which offer various ways to think about diversity in the classroom and the rich, varied discourses that develop from it. Individual research and writing projects will utilize ethnographic and teacher research methods to look at issues of diversity in the written

◆ This course may be taken again for credit.

discourses of the classroom in which we participate as either teachers or students. Other writing assignments will include memoir and journal writing.

618 The Autobiographical Presence: Discussing the Writer and the Genre (3) This course examines the genre of autobiography and its role as contemporary literature. It locates autobiographies and their uses in the writer's own times and lives.

619 Cultural Studies: Pedagogy and Politics in English (3) Cultural studies considers carefully the relationships among people interpreting and producing texts, and the cultural contexts within them. This course will introduce students to cultural studies as a framework for the critical interpretation of cultural texts, as a philosophical basis for teaching, and as an object of study in its own right.

622 The Rhetorics of Masculinities and Men's Studies (3) This course introduces students to the literature, both theoretical and popular, that examines how males are represented in and socialized by contemporary language and culture. Students read, discuss, and write about a variety of written and visual texts concerning men's experiences and masculine identities, as they relate to both men and women.

626 Reading and Writing Asian American Women (3) This course is a study of Asian American women in media and culture. Participants will explore the rhetorics and ideologies of race, gender, sexuality, and class – particularly their discursive nature and social bases – and the inscriptions of Asian American women within and against dominant stereotypes – including those of the geisha, dragon lady, martial arts mistress, and the model minority – along with the meanings, accommodations, and resistances of the rhetorical figure of the Asian American woman.

CREATIVE WRITING

◆ **509 Writing Seminar in the Novel I (3)** A course in the writing and preparing of book-length manuscripts (novels, novellas, and "nonfictional" novels) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

◆ **510 Writing Seminar in the Novel II (3)** A continuation of ENG 509.

◆ **601 Creative Writing Seminar (3)** A specialized writing seminar. Topics announced when offered. Longer prose works, short story, fantasy/science fiction, narrative verse, lyric/meditative verse, etc. A portfolio is required at the end of the course.

◆ **602 Creative Writing: Directed Studies (3)** A course of individual study for students who have completed two workshops in a single genre. Concentrated work in a special poetry or prose topic.

◆ **605 Poetry Workshop I (3)** Experience in writing various types of poetry: traditional forms, narrative, lyric/meditative, etc. Readings in traditional and contemporary poetry and poetics. A final portfolio required.

◆ **606 Poetry Workshop II (3)** Extended work in poetic forms with additional emphasis on contemporary poetry in translation. A critical paper on contemporary poetry and poetics and a completed portfolio are required.

◆ **608 Short Story Workshop I (3)** Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required.

◆ **609 Short Story Workshop II (3)** Extended work in the short story form with opportunities for exploring more experimental forms of short fiction. Additional

readings in short fiction and criticism. A critical paper on a contemporary short story writer is required.

RESEARCH AND SPECIAL TOPICS

◆ **615 Special Topics (3)** Variable topics, usually interdisciplinary, incorporating issues related to literary fields, genres, historical periods, and theoretical approaches.

616 Capstone Research Seminar (3) Research class in which students design independent research projects derived from their prior interests, expertise, and course work in areas of writing, teaching, and criticism. Class includes instruction in research methodologies and collaborative critiquing and workshopping.

M.A. ESSAY

◆ **620 M.A. Essay (3)** Required final extended paper (about 40 pages) written under the direction of an adviser. Further details available in the Graduate English Studies Handbook. Oral defense required.

SPECIAL PROGRAM PENNSYLVANIA WRITING AND LITERATURE PROJECT

(A National Writing Project Site)

Symbol: PWP

The courses described below are intended to be taken by teaching professionals who seek to enhance their writing and literature instruction while earning graduate credit. They are part of the English master's degree in writing, teaching, and criticism. They may also be taken by elementary-grade teachers working toward recognition as an English language arts specialist, by middle school teachers working toward their Praxis test in English language arts to meet the requirements of "No Child Left Behind" legislation, and by secondary teachers or elementary teachers who want to earn a certificate in teaching writing and literature.

NOTE: All PWP courses require advisement and permission of the project director or associate director, and the instructor.

◆ **501 The Writing Process (1)** A practical introduction to the writing process approach to teaching writing.

◆ **502 Strategies for Teaching Writing: Teachers as Writers (3)** The best teachers of writing are writers themselves. This basic course helps participants understand the writing process from the inside, providing experience with all phases of the writing process and all teaching strategies that support best-practice instruction. It also encourages practitioners to publish professionally.

◆ **503 Strategies for Teaching Writing II: Writing in the Domains (3)** This course explores the domains of the Pennsylvania PSSA Writing Scoring Guide and provides practical strategies for linking writing process and writing workshop instruction to the PSSA domains and the Pennsylvania standards.

◆ **504 Holistic Assessment of Writing (1)** Theory and practice of rapid and reliable assessment of large numbers of writing samples as used in schools and colleges.

◆ **505 Writing in the Content Areas (1)** Participants will explore ways of motivating students to write about academic areas, design effective assignments, and use writing process methods to improve learning in all subjects. Topics include learning-centered writing, evaluation, and classroom management of writing.

◆ **506 Computers and Writing (Beginning) (1)** Computer applications at all stages of the writing process. Basic awareness, demonstrations, and hands-on experience will be emphasized.

◆ **508 Computers and Writing (3)** This course

explores all the technological approaches to writing instruction, including a combination of classroom instruction and online hours. Participants actually take parts of this course online so they can experience this mode of learning themselves.

510 Writing, Reading, and Talking Across the Curriculum: The Pennsylvania Literacy Framework (3)

This course explores the theory and practical application of Pennsylvania's new language arts curriculum document to improve learning at all levels in all content areas through writing, reading, and speaking.

◆ **511 Writing Assessment (3)** This course explores large- and small-scale writing assessment strategies, both summative and formative. Topics covered include the Pennsylvania PSSA writing domain approach, holistic assessment, portfolio assessment, responding to writing, and developing writing assessment systems.

◆ **512 Teacher Research Seminar (3)** Participants in this course explore self-selected topics related to literacy learning through a variety of practitioner research strategies, including qualitative methods of data collection and analysis. Special topics sections of this course may also be available.

◆ 513 Pennsylvania Literacy Framework Seminar (3)

(3) Topics of this advanced course in writing, reading, and thinking across the curriculum vary. They may include visualizing words and worlds; reading in the secondary content areas; creativity and literacy or other PLF-related topics.

◆ **515 Workshop in Administering Writing Programs (1)** Creating and maintaining successful writing and language arts programs.

◆ **517 Workshop in Writing Assessment (1)** Different assessment models and their relation to instruction, with information from the Pennsylvania Writing Assessment.

◆ **520 Strategies for Teaching Literature (3)** This course focuses on instructional practices that reflect current theories and approaches to teaching and using all kinds of literature in the classroom, K-12. A special section of this course, strategies for teaching reading in the literature classroom, is available for secondary English teachers only.

◆ **521 Seminar in Teaching Literature (3)** Topics of this course announced as offered.

◆ **522 Seminar in Literature and Curriculum Development (3)** The general section of this seminar focuses on literature available for curriculum development, K-12, and approaches for integrating and teaching that literature. Emphasis on issues of race, gender, ethnicity, class, and censorship. Special topics section of this course available as announced.

◆ **597 Seminar for Master Teachers (6)** Offered only during the summer. Requires special application and interview for admission. Participants develop advanced skills in the teaching of writing, receive training as in-service teacher consultants for the National Writing Project, and become part of the NWP network in Pennsylvania.

◆ **599 Workshop in English (1-6)** Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing or literature and will introduce appropriate instructional materials and techniques.

◆ **520-521 Seminar for Master Teachers of Literature (6)** Requires special application and interview for admission. Participants develop advanced skills in the teaching of literature, receive training as in-service teacher consultants for the National Writing Project, and become part of the NWP network in Pennsylvania. Offered only during the summer.

◆ This course may be taken again for credit.

Foreign Languages — See Languages and Cultures

Geography and Planning

103 Ruby Jones Hall
 West Chester University
 West Chester, PA 19383
 610-436-2343
 Fax: 610-436-2889

Web address: http://www.wcupa.edu/_academics/sch_sba/u-ge.html
 Dr. Ives-Dewey, *Chairperson and Coordinator of Graduate Certificate Programs*
 E-mail: divesdewey@wcupa.edu
 Dr. Welch, *Graduate Coordinator*
 E-mail: jwelch@wcupa.edu

PROFESSORS

James P. Lewandowski, Ph.D., *Ohio State University*
 Joan Welch, Ph.D., *Boston University*

ASSOCIATE PROFESSORS

Gary Couto, Ph.D., *Texas A&M University*
 Dorothy Ives-Dewey, Ph.D., *University of Pennsylvania*

ASSISTANT PROFESSORS

Kristen Bakia Crossney, Ph.D., *Rutgers University*
 George W. Fasic, A.I.C.P., M.S., *Columbia University*
 Joy A. Fritschle, Ph.D., *University of Wisconsin-Madison*
 Matin Katirai, Ph.D., *University of Louisville*

Programs of Study

The Department of Geography and Planning offers a master of arts in geography. The degree is designed to develop skills and expertise in areas such as land planning and management, sustainability and environment, conservation of resources, GIS analysis, and location of commerce and industry. It also prepares students for entrance into Ph.D. programs in geography and in planning. The M.A. degree has thesis and nonthesis options.

The department offers two certificate programs – one in urban and regional planning and the other in geographic information systems (GIS) – for students who desire specific programs of study but not a degree. The GIS certificate is offered in a classroom-based format or online. The certificate in urban and regional planning may be combined with the core courses of the master of public administration (M.P.A.) to complete the M.P.A. degree. The latter is an interdisciplinary degree described under “Master of Public Administration” (see pages 96–98).

MASTER OF ARTS IN GEOGRAPHY

Admission to Program

Applicants should submit transcripts of all undergraduate work, two letters of recommendation, a resume that indicates relevant work experience, and a statement of career background and goals. GRE or other standardized scores are useful in the admission process but are not required. The department welcomes qualified applicants who have no previous background in geography, although additional preliminary or concurrent work may be required. Admission is based on department evaluation of course work taken for the baccalaureate degree and additional course work, if any, in combination with the other criteria above.

Curriculum

33 semester hours

Thesis Option

I. Required courses

GEO 503, 509, 534, and 585

12 semester hours

II. Thesis (3 hours required)

GEO 610

(up to) 6 semester hours

III. Elective courses

15 semester hours

Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines

IV. Oral examination in defense of thesis (required)

Nonthesis Option

I. Required courses

GEO 503, 509, 534, 584, 585, and 600

18 semester hours

II. Elective courses

15 semester hours

Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines.

CERTIFICATE PROGRAMS IN URBAN AND REGIONAL PLANNING AND GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Admission to Certificate Programs

Students who want to enroll in a certificate program must hold a bachelor's degree (in any subject area) from an accredited institution and have an undergraduate grade point average (GPA) of 2.8. Interested students should complete the online graduate studies application available at www.wcupa.edu/grad, and follow the instructions for the self-managed application process.

If a certificate student subsequently or simultaneously applies for and is accepted into the master of arts degree program in geography, the geography courses taken for the certificate programs can be counted towards the degree.

Certificate in Urban and Regional Planning

The certificate in urban and regional planning is designed for professionals and students who seek to enhance their skills and qualifications in the public sector planning process. It is appropriate for people interested in urban and regional planning as a career. It is also appropriate for professionals in related careers who want to enhance their knowledge and skills in a range of planning areas including land use and development, transportation, housing, and the environment.

Curriculum

18 semester hours

I. Required

3 semester hours

GEO 525

II. Planning electives

Selected under advisement with the graduate coordinator

GEO 502, 503, 505, 506, 507, 509, 521, 524, 526, 527, 530, 531, 534, 536, 538, 554, 577, 584, 585, 600, 615; PSC 542; PPA 514, 601

The certificate in urban and regional planning can be used to fulfill the requirements of the general concentration of the master of public administration (M.P.A.) degree (see page 97). Students pursuing an M.P.A. take 18 credits to fulfill the administration core requirements of the degree and simultaneously complete the certificate in urban and regional planning to fulfill the concentration requirements. The capstone course (PPA 600) can serve as a planning elective for students pursuing the M.P.A. degree.

Certificate in Geographic Information Systems

The certificate in GIS is designed for students and professionals who wish to enhance their knowledge and skills in the application of geographic technologies. It is appropriate for professionals in a wide variety of fields, both public and private, who wish to develop their knowledge and skills in the nature and use of geographic information and global positioning systems. It is also appropriate for people who wish to enter fields that use these technologies.

Curriculum

18 semester hours

I. Required

6 semester hours

GEO 534, 584

II. Elective courses

12 semester hours

Select four of the following: ENV 533, 570; GEO 507, 538, 556, 577, 585, 615, topical application elective (chosen in consultation with the graduate coordinator to combine GIS application with the student's topical area of interest.)

COURSE DESCRIPTIONS

GEOGRAPHY

Symbol: GEO

◆ **502 Topical Seminar (3)** Special topics in geography or planning not offered under existing, regularly offered courses.

503 Seminar in Modern Geography (3) A survey of modern geographic research, with historical perspective. Attention is given to research methodology, and to the breadth of subfields and perspectives in the discipline.

505 Planning Design (3) Methods and techniques of planning design. Presentation of statistical data in map form. PREREQ: Consent of instructor or department chair.

506 Seminar in Physical Geography (3) This course examines aspects of the physical environment that must be considered when planning any site for urban, industrial, or suburban activity.

507 Internet Applications of Geographic Information Systems (3) This course examines the principles and applications of Web-based and mobile geographic information systems (GIS). Internet map services, navigation/GPS systems, and cell-phone-based applications are examined through the use of ArcGIS Internet Map Server, Google Earth, Google API's and cell phone applications.

509 Quantitative Methods (3) Fundamental statistics, methods, and techniques applied to geographic research and decision making, such as urban and regional planning.

521 Suburbanization and Land Development (3) Component systems and functional operations of urban/suburban communities, including ecological and demographic aspects. Emphasis on organization, development, change, and problems of communities.

524 Population Processes (3) Characteristics and distribution of world populations are studied. The dynamic processes of population change (mortality, fertility, and migration) are examined.

525 Urban and Regional Planning (3) Application of community-planning theories and methods to designated urban and regional systems.

526 Metropolitan Systems and Problems (3) Urbanization processes and problems; urban systems in the expanding metropolitan and regional setting; present and proposed efforts to solve urban problems.

527 Planning Law and Organization (3) An insight into the role of federal, state, and local governments in instituting, executing, and judicially reviewing laws and regulations pertaining to land uses. Empha-

sis on the legal organization of the planning process, particularly at the local level. Major land-use court cases are presented and reviewed.

530 Demographic Analysis (3) A course to develop skills in basic demographic research, emphasizing the uses and limitations of data sources, and the understanding and interpretation of specific analytic methods for population analysis.

531 Transportation Planning (3) Transportation issues that face today's planners are studied, and various means of analysis demonstrated. Computer assignments use EMME/2 package.

534 Geographic Information Systems (3) The common principles and concepts of Geographic Information Systems; examination of the theory and tools of spatial data analysis through specific applications.

536 Environmental Planning (3) In-depth instruction on the concepts and tools of environmental planning which include landscape form and function in planning. Applications to local and regional issues are stressed.

538 Environmental Modeling with Geographic Information System (GIS) (3) This course reviews the principles of geodatabase development and use in GIS. Included is a study of how GIS software is used to enhance the decision-making process through advanced database operation, as well as an in-depth exploration of database design and management techniques. The process of creating information models of real-world processes is examined through the development of a geodatabase. These data will then be spatially examined and manipulated to review the process of database development and decision making.

540 Geography of the United States and Canada (3) A regional study of the United States and Canada, emphasizing its physical geography, settlement, agriculture, demography, and industrial activity.

544 Geography of Latin America (3) Regional geography of Latin America: its physical base, settlement, agriculture, demography, and manufacturing.

545 Geography of Europe (excluding the U.S.S.R.) (3) Regional study of Europe. Influences of environmental factors, such as climate, landforms, and soils on the economic, social, and political condition of European nations.

554 Geography and Planning of Housing (3) This course provides an overview of the spatial, economic, social, physical, and political forces that structure and affect current housing conditions and prospects. This course introduces key concepts and institutions that influence the production, distribution, main-

tenance, and location of housing. The Philadelphia metropolitan area is emphasized as a case study for understanding the implications of present housing geography trends for the future, as well as the development of rational housing policies and plans.

556 Introduction to Business GIS (3) This course makes use of large datasets and GIS in analytical studies and strategic decision making in the commercial sector, involving store location, geodemographics, and marketing information.

◆ **572 Seminar in Resource Management (3)** Applied research problem solving for resource management and environmental issues designed for an individual student or team-study basis.

577 Geodatabases (3) This course reviews the principles of geodatabase development and use in GIS. Included is a study of how GIS software is used to enhance the decision-making process through advanced database operations. Using ESRI's ArcGIS software, students will add demographic, environmental, political, economic, and other types of data to GIS applications. These data will then be spatially examined and manipulated to review the process of database development and decision making.

584 Applications of Geographic Information Systems (3) This course builds on GEO 534, expands upon important technical concepts in greater detail, and explores a range of GIS application areas. PRE-REQ: GEO 534 or permission of instructor.

585 Geography Field Methods (3) An advanced field course that includes urban and land-use studies. Use of field methods, mapping, and data collection for geographical reports.

◆ **600 Independent Research in Geography (3)** Research report project, including readings and application of methodology. PREREQ: Approval of discipline graduate coordinator.

◆ **610 Thesis (3-6)** A thesis is developed on a research problem for which the student formulates a theory, proposition or hypothesis, and investigates available information on the subject.

615 Internship (3-6) On-the-job experience in the application of theory, execution of substantive research, and provision of service with professional agencies at selected off-campus locations.

In addition to the above GEO courses, PPA courses are offered in connection with the master of public administration. See course titles and descriptions under "Master of Public Administration" on page 98.

◆ This course may be taken again for credit.

Geology and Astronomy

207 Merion Science Center

West Chester University

West Chester, PA 19383

610-436-2727

Dr. Srogi, Chairperson

Dr. Helmke, Graduate Coordinator

PROFESSORS

Richard M. Busch, Ph.D., *University of Pittsburgh*

Marc R. Gagné, Ph.D., *University of Georgia*

Steven C. Good, Ph.D., *University of Colorado, Boulder*

Timothy M. Lutz, Ph.D., *University of Pennsylvania*

Elizabeth LeeAnn Srogi, Ph.D., *University of Pennsylvania*

ASSOCIATE PROFESSORS

Cynthia G. Fisher, Ph.D., *University of Colorado, Boulder*

Martin F. Helmke, Ph.D., *Iowa State University*

Joby Hilliker, Ph.D., *Pennsylvania State University*

Daria Nikitina, Ph.D., *University of Delaware*

Arthur R. Smith, Ed.D., *University of Pennsylvania*

Karen Vanlandingham, Ph.D., *Arizona State University*

ASSISTANT PROFESSORS

Howell Bosbyshell, Ph.D., *Bryn Mawr College*

Cynthia Hall, Ph.D., *Georgia Institute of Technology*

Programs of Study

The Department of Geology and Astronomy offers a 36-semester-hour master of arts degree in geoscience designed for the professional development of geologists and precollege teachers. Students can obtain Pennsylvania teaching certification in earth and space science and/or general science with the appropriate selection of courses.

Admission Requirements

All applicants have the following requirements:

1. Completed application
2. Prerequisites of ESS 101 Introduction to Geology; CHE and CRL 103 General Chemistry I and lab; PHY 130 General Physics; MAT 105 College Algebra and Statistics; and MAT 121 Statistics I
3. Permission of Graduate Review Committee

Applicants with teaching certification have the following requirements:

1. Copy of teaching license
2. If the undergraduate GPA is less than 2.8, the student must take one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis PPST (greater than the Pennsylvania Department of Education minimum).
3. Applicants without teaching certification have the following additional requirements: If the undergraduate GPA is less than 2.8 and the degree older than five years, a student may be admitted provisionally with one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis PPST (greater than the Pennsylvania Department of Education minimum).

Applications should be submitted to the University's Office of Graduate Studies, which will forward the application to the department's graduate coordinator. The Graduate Review Committee will screen all applications. An interview may be requested of the applicant. The

admission decision will be based on the strength of the application and the interview, if scheduled.

MASTER OF ARTS IN GEOSCIENCE

Curriculum

I. Core courses (required)	36 semester hours
ESS 523, ESS 536, ESS 547, and ESS 596	10 semester hours

II. Courses for precollege teachers	26 semester hours
ESS 530 and 570, plus 20 semester hours of electives approved by their committee, at least 11 of which must be ESS or SCE courses	

III. Courses for professional geologists	26 semester hours
ESS 521 and 539, plus 20 semester hours of electives approved by their committee, at least 11 of which must be ESS or SCE courses.	

All students complete a project submitted as part of the degree candidacy application (after completing nine credits towards degree), and a final written project that is presented at the geoscience seminar.

General Science Teaching Certification Requirements

The following courses will complete the requirements for secondary general science teaching certification:

1. BIO 110, 215, 217; CHE 103 and lab, 104 and lab; ESS 101, 111, 530, 570; PHY 130 or 170, 140 or 180; 12 hours of electives within one of the above science disciplines that demonstrate proficiency in fieldwork, research, and technology (see adviser for specifics)
2. One interdisciplinary science course (BIO 102, ENV 102, ESS 102, or SCB 210), and MAT 105 or 110 (pre-calculus) and 121 (statistics)
3. Education course(s): SCE 350 or 550 and course work required by the College of Education.

COURSE DESCRIPTIONS

GEOLOGY AND ASTRONOMY

Symbol: ESS, except as noted

It is assumed that for all geology courses, ESS 101 is a prerequisite, and for all astronomy courses, ESS 111 is a prerequisite. In addition, any course may be taken with permission of the instructor.

502 Investigating Earth Materials (3) Origins of minerals and rocks. Observation, data collection, and analysis applied to the study of earth materials. Hands-on experience in sample identification and mineral analysis in the laboratory and field. Introduction to software and Internet resources for minerals and rocks. Preparation of teaching modules involving minerals, rocks, and local geology. Required one-day field trip on a weekend. PREREQ: ESS 101 or equivalent; CHE 103 and 104 or equivalent is strongly recommended.

505 Petrology (3) Origin, classification, and identification of rocks. Hand specimen examination. PREREQ: ESS 502.

507 Geology of the Solar System (3) The geology, origin, and properties of planets, comets, asteroids, moons, and meteorites; planetary exploration. PREREQ: One introductory course in astronomy and one in geology.

513 Principles of Geochemistry (3) Migration and distribution of the chemical elements within the earth; chemistry of the lithosphere, hydro-sphere, and biosphere; chemical changes throughout earth history; the geochemical cycle.

520 Structural Geology (3) An introduction to structural analysis: a study of the deformational features of the earth's crust and the forces responsible for producing them. PREREQ: ESS 505, or permission of instructor.

521 Geometrics (3) Application of computational and statistical methods to geological problems. Geologic sampling, data comparisons in environmental, petro-

logic, paleontologic, and geochemical problems.

523 The Field as a Classroom (3) A study of field techniques that enable teachers to develop lessons using field sites. Topics include researching field sites, field trip design and planning, preparatory and summative activities. Course is conducted largely in the field.

527 Electron Microscopy I (3) A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Students receive hands-on training and complete a brief research project of their choosing. Cannot be applied to the M.A. degree without prior approval of the graduate committee. PREREQ: Six credits of college-level science or permission from the instructor.

530 Principles of Oceanography (3) Geology of the ocean floor, water movements, chemical characteristics of sea water, and vertical and horizontal distribution of plants and animals. Brief history of oceanography.

531 Introduction to Paleontology (3) Identification, paleobiology, and importance of fossils; paleoecology; and evolution.

532 Advanced Oceanography (3) An advanced course in oceanography covering resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution. PREREQ: ESS 230 or 530.

535 Introduction to Remote Sensing (3) An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology, and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

536 Teaching Environmental Geology (3) Provides resources and strategies for teachers of environmen-

tal geology. Includes formulation of lesson plans, hands-on activities, and field trips. Subject matter will include natural hazards, natural resources, waste management, and sustainable development.

539 Hydrogeology (3) This applied course covers groundwater flow, well hydraulics, water resources, contaminant transport, and groundwater remediation. Familiarity with calculus is recommended. PREREQ: ESS 101 and CHE 103 or equivalent.

542 Geophysics (3) Methods and techniques of physics applied to interpreting the internal structure and composition of the earth. PREREQ: MAT 162, PHY 180, or PHY 140.

543 Geomorphology I (3) Lectures will present the constructional and degradational processes that have shaped present landforms and are constantly modifying those landforms. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials.

547 Earth and Space Science Seminar (1) Weekly seminar course featuring guest lectures by geoscience professionals, prominent scientists, faculty, and students. Each week students will read professional literature, attend and participate in the lecture, and write a summary and/or analysis of each seminar. PREREQ: ESS 101 or department permission.

548 International Geology Field Studies (3) Field investigations of selected country's physical environments focusing on geology and natural resources in relationship to cultural traditions, lifestyle, and sustainability. Case studies of human adaptation to local and global environmental challenges will be considered. Two hours of lecture and two hours of lab. PREREQ: ESS 101 or ESS 102 or permission of instructor.

550 Sedimentology and Stratigraphy (3) The nature and origin of stratified deposits; the temporal-spatial relationships among stratified deposits, and other geologic and biologic phenomena; and the reconstruction of paleoenvironments.

555 Intermediate Astronomy (3) An analytical and

qualitative analysis of selected astronomical topics: orbits, stellar properties, telescopes, photometry, solar surface details, nebulae, galaxies, and stellar evolution. Two-hour lecture and two-hour lab, including independent observatory work. PREREQ: Any descriptive astronomy course and algebra/trigonometry.

562 History of Astronomy (3) The development of astronomical theories from Greek times to the 20th century. PREREQ: Any descriptive astronomy course.

570 Principles of Meteorology (3) An in-depth study of the dynamic nature of the atmosphere with an emphasis on the role of weather-related phenomena in daily life.

571 Advanced Meteorology (3) An in-depth study of atmospheric phenomena such as midlatitude cyclones, global and local wind systems, hurricanes, tornadoes, and thunderstorms. Includes basics of weather forecasting models and prediction techniques.

575 Introduction to the Planetarium (3) Principles and use of the planetarium in teaching. Specific projects are assigned. PREREQ: Any general astronomy course.

580 Special Problems (1-3) Study of special topics and current developments in the earth and space sciences. PREREQ: Permission of instructor.

590 Fundamentals of Soil (3) Soil properties, classification, and genesis from geologic, agricultural, and engineering perspectives. Topics include pedol-

ogy, soil physics, geotechnical engineering, erosion, septic systems, soil contamination, and remediation. PREREQ: ESS 101.

◆ **591 Independent Study (1-3)** An investigation by the student. PREREQ: Permission of department.

596 Earth Systems Science (3) Energy drives interactions between the lithosphere, hydrosphere, atmosphere, and ecosphere producing an earth system of biogeochemical cycles that may be in homeostasis or change. The geological records of past icehouse and greenhouse climates are examined as potential models for evaluating the consequences of human-induced global environmental change and the choices that face society at local, national, and international scales. Instruction and assessments designed to model innovative strategies and current themes in earth systems science. PREREQ: ESS 523, 530, 536, 570, and 12 credits of program electives, or permission of instructor.

◆ **603 Directed Research II (3)** A theory is developed on a research problem for which the student produces a graduate paper. PREREQ: Permission of adviser.

SCIENCE EDUCATION

Symbol: SCE

500 Modern Trends in Science Education (3) Introduction to current research in science education; a critical review of the literature.

520 PK-4 Science Instruction (3) A science meth-

ods course for Pre-K teachers and administrators to master classroom and materials preparation and the design of developmentally effective instruction and assessment. Methods that promote children's ability to inquire and master Pennsylvania academic standards in science and technology and environment and ecology will be addressed. PREREQ: Completion of science and math requirements.

530 Science Methods for Middle Level 4-8 (3)

A course to prepare the middle-level teachers for teaching science with a focus on the developmental and pedagogical needs of middle-level students. Teacher candidates will apply science content, develop knowledge on how students learn science, explore materials and resources, and learn how to plan and access effective standards based on middle level science instruction. (15 hours of Level 3 Field Experience) PREREQ: Completion of math and science requirements.

550 Science Education in the Secondary School (3)

Philosophy, objectives, and methods of science teaching for grades 7-12. Practical experience provided. PREREQ: For pre-service teachers, formal admission to teacher education and criminal record, child abuse, FBI, and TB clearances.

595 Elementary School Science Instruction (3) A course to improve the science content backgrounds of elementary school teachers and administrators.

◆ This course may be taken again for credit.

Health

207 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
610-436-2931

Dr. Cinelli, *Chairperson*
Dr. Carson, *Graduate Coordinator*

PROFESSORS

Debra Bill, Ph.D., *Temple University*
Lynn Carson, Ph.D., *Temple University*
Bethann Cinelli, D.Ed., *Pennsylvania State University*
Tammy James, Ph.D., *Kent State University*
Gopal Sankaran, M.D., Dr.P.H., *University of California, Berkeley*
Maura J. Sheehan, Sc.D., *University of Pittsburgh*
Charles V. Shorten, Ph.D., *Clemson University*

ASSOCIATE PROFESSORS

James W. Brenner, Ph.D., *Temple University*
David J. Delgado, Ph.D., *University of California, Los Angeles*
Tanya Gatenby, Ph.D., *University of North Carolina, Chapel Hill*
Robin Caldwell Leonard, Ph.D., *Medical College of Virginia*
Stacie Metz, Ph.D., *St. Louis University*

ASSISTANT PROFESSORS

Sharon DeJoy, Ph.D., *University of South Florida*
Donald McCown, M.S.S., L.S.W., *Bryn Mawr College*
Christine Williams, Ph.D., *Middle Tennessee State University*

Programs of Study

The Department of Health offers degree programs leading to the master of education in health (M.Ed.) and the master of public health (M.P.H.).

The M.Ed. enriches academic preparation for teaching health education in elementary and secondary schools. A concentration in school health is offered.

The M.P.H. is designed primarily to meet the individual needs of the

graduate student pursuing a career in public health, with emphasis in community health, environmental health, health care management, integrative health, and nutrition.

Communication with the Department

All inquiries and other communications regarding the graduate program in health should be addressed to the coordinator of graduate studies. Students also may call for information at 610-436-2138, fax at 610-436-2860, or e-mail lcanson@wcupa.edu.

MASTER OF PUBLIC HEALTH

The master of public health is accredited by the Council on Education for Public Health.

For more information on the M.P.H. program, contact the department for details.

Admission Requirements

Applicants must meet the basic requirements of the University for admission to graduate study and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field, and three letters of recommendation. Students applying to the M.P.H. program need an undergraduate course in statistics. Students who do not have adequate academic and professional preparation in the desired program of study will be required to take foundation courses. WCU undergraduates may be eligible to fast track into the M.P.H. program. Contact the department for details.

Requirements for Admission to Degree Candidacy

Within the 12-15 semester hours of precandidacy, majors in health must complete departmental and concentration core courses with a minimum grade point average for these and all other courses during precandidacy of 3.0.

Requirements for the M.P.H.

Students must complete the M.P.H. curriculum shown below with a minimum overall grade point average (GPA) of 3.0.

Curriculum

I. Public health core	45 semester hours
ENV 530; HEA 520, 526, 630, 632, 648, 649, and 650	24 semester hours
II. Focused elective area	21 semester hours
Under advisement, students select a focused elective area. These are thematically related electives designed to provide the student with cohesive, comprehensive knowledge of key areas within public health. The focused elective areas are health care management, community health, environmental health, integrative health, and nutrition (see the Department of Nutrition, pages 88-89.) Contact the department for the current list of available electives in each area.	

Graduate Certificate in Emergency Preparedness in Public Health

This certificate is designed for public health, environmental health, occupational health, and emergency professionals along with managers and educators who need to upgrade their skills in the area of protecting people in emergencies. HEA 520 provides a solid preparation in fundamental skills such as epidemiology and public health practice, while ENV 530 allows the student to learn how to identify, measure, and control environmental hazards. ENV 545 and 551 expand the student's knowledge about risks and how they are measured, modeled, and communicated. ENV 570 and 575 focus on the specifics of emergency preparedness and on the mitigation of the risks of chemical and biological hazards. For more information, contact Dr. Charles V. Shorten, 610-436-2360; fax, 610-436-2860; or e-mail, cshorten@wcupa.edu.

Curriculum

18 semester hours

Required courses:

ENV 530, 545, 551, 570, 575; and HEA 520

Graduate Certificate in Health Care Management

The graduate certificate in health care management provides health care professionals an opportunity to expand their knowledge of health care management issues. An accelerated format is available for many of the courses so the certificate can possibly be earned in three semesters or less.

Departmental Requirements

Applicants must meet the basic requirements of the University, given under "Admissions," and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for three letters of recommendation. For more information contact Dr. Tanya Morgan, 610-436-2113; fax, 610-436-2860; or e-mail, tmorgan@wcupa.edu.

Curriculum

18 semester hours

Required courses:

HEA 513, 514, 516, 613, 614, and 616

COURSE DESCRIPTIONS**HEALTH**

Symbol: ENV

524 Industrial Hygiene (3) A study of the recognition, evaluation, and control of health hazards in the work environment. PREREQ: ENV 530, permission of instructor.

530 General Environmental Health (3) This course will address the protection of human health from environmental disease agents. Students will learn current issues in environmental risk assessment, air and water pollution, waste management, and workplace health and safety. Students will use this information to communicate effectively the relevant environmental risk to populations they serve.

Training and education strategies and the use of instructional resources, including the Internet, will be integrated into the learning experience.

532 Hospital Environment (3) A comprehensive assessment of the environmental health aspects of hospitals, including microbiologic considerations, environmental hygiene, safety, general sanitation, and administration.

533 Water Quality and Health (3) An examination of the physical, chemical, and biological characteristics of natural waters and their significance for human health; methods of water treatment and distribution also will be considered.

538 Ground Water Contamination (3) Provides a qualitative and quantitative examination of the

fate, transport, and remediation of contaminants in ground water.

545 Risk Assessment (3) Provides a qualitative and quantitative examination of hazard, toxicity, and exposure assessment to establish human health and ecological risk from environmental contamination.

547 Environmental Regulations (3) Provides a fundamental overview of major environmental law principles. Focuses on a wide range of air, waste, water, transportation, and occupational regulations.

551 Environmental Toxicology (3) A multifaceted investigation of the health problems caused by various toxins and hazards found in the general environment and the workplace. The human body's reactions to environmental toxins; how suspected

Graduate Certificate in Integrative Health

The graduate certificate in integrative health is designed for healthcare professionals desiring graduate study of evidence-based integrated approaches to health promotion, disease prevention, and treatment. Please note that this certificate is not designed to prepare practitioners in any given modality. For more information, contact Dr. Bethann Cinelli, chairperson, Department of Health, 610-436-2931; fax, 610-436-2860; or e-mail, bcinelli@wcupa.edu.

Curriculum

I. Required course	21 semester hours
HEA 501	3 semester hours

II. Electives

18 semester hours
Select six graduate health courses under advisement:
ENV 530; HEA 500, 510, 511, 512, 538, 545, 547, 550, 581 (e.g., homeopathy or traditional Chinese medicine); NTD 503

MASTER OF EDUCATION IN SCHOOL HEALTH**Admission Requirements**

In addition to meeting the basic requirements of the University, given under Admission, applicants must present a baccalaureate degree attained in the field of health, or equivalent preparation in a related field and two letters of recommendation.

Requirements for Admission to Degree Candidacy

Within the 12-15 semester hours of precandidacy, the student must complete departmental and concentration core courses with a minimum grade point average (GPA) of 3.0. Students who do not have adequate professional and/or academic preparation for the desired program of study will be required to take foundation courses. Teaching certification is not offered through this program.

Requirements for the M.Ed.

1. Satisfactory completion of the M.Ed. curriculum shown below, with a minimum overall GPA of 3.0 in the concentration
2. Successful completion of the research project

Registration Policy for Research Credits

Research credits for the M.Ed. are earned in HEA 601. These credits must be preceded by successful completion of the degree core, concentration core, and concentration electives taken under advisement. The student can enroll in HEA 601 only once.

Curriculum

I. School health core	33 semester hours
HEA 620, 622	6 semester hours

II. Concentration electives

24 semester hours
Selected under advisement
School health electives (18)
Education electives (6)

III. Additional degree requirements

HEA 601	3 semester hours
---------	------------------

environmental toxins are experimentally investigated and the specific health effects of critical environmental toxins will be emphasized. PREREQ: ENV 530, permission of the instructor.

553 Occupational Safety (3) A study of the practices to reduce safety risks in the work environment through recognition, evaluation, and control of safety hazards. PREREQ: ENV 530, permission of instructor.

570 Emergency Preparedness (3) This course examines the historical, legal, and regulatory framework for dealing with emergencies emphasizing the four phases of emergency management. It addresses emergency preparedness by schools, businesses, communities, and counties for natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism. The course is designed for professionals in environmental and public health, emergency responders (police, fire, hazmat, and medical), planners, educators, and others who may serve in a leadership capacity.

575 Bioterrorism and Public Health (3) This course addresses the protection of the public's health and that of workers such as first responders from biological agents that cause disease and/or death. Students will learn current issues in disaster mitigation, how biological agents can be transmitted in the environment, measurement techniques, de-contamination methods, the proper use of personal protective equipment, and response strategies for bioterrorism emergencies and related catastrophic events. Students will analyze and synthesize this information to analyze risk, communicate that risk, and develop policies and action plans to protect specific populations. Communication and coping strategies, group interaction, case studies, and the use of Internet resources will be integrated.

581 Special Topics (1-3) An in-depth study of selected, current topics relevant to the development of environmental health professionals. Specific topics will be noted in the master schedule. PREREQ: ENV 530, permission of instructor.

Symbol: HEA

500 Diseases (3) Provides a contemporary view of disease and prevention, and a more precise understanding of disease processes. Body systems are reviewed, and the etiology, pathophysiology, symptoms, diagnostic techniques, and treatment methods used in selected diseases are studied. Illnesses most frequently found in our society are explored.

501 Integrative Health (3) A comprehensive evaluation of alternative and complementary medicine aimed at describing how these modalities are being integrated with allopathic care. Focus will be on Eastern, African, and Native American traditions; homeopathy; naturopathy; botanical medicine; energy work; and mind/body health.

502 Human Development: Implication for Health Education (3) This course examines human development from an applied perspective. Health educators and others working with preschool and school-aged children, as well as adolescents will examine physical, cognitive, and emotional development. Course participants will explore developmentally appropriate approaches to education and mentoring of children and youth. The course includes the use of readings on contemporary issues and policy initiatives affecting children and youth, along with case studies.

506 Current Issues in Death and Dying (3) The course is intended to provide accurate information on a variety of topics related to death. Students will examine theories and concepts related to controversial issues of death and dying.

510 Adolescent Medicine Issues (3) This course is designed for the health professional working with adolescents. Topics will include eating disorders,

sports medicine issues, risk behaviors, and other common concerns among adolescents.

511 Stress Management Techniques and Program Development (3) The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.

512 AIDS and Public Health (3) Epidemiology of HIV/AIDS; natural history of HIV infection, psychosocial, economic, educational, ethical, legal, and health care issues related to HIV/AIDS will be addressed. Impact on social groups (minorities, women, and adolescents) will be discussed. Health promotion and disease prevention strategies will be highlighted.

513 Legal Aspects of Health Care (3) An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners, administrative policy, contracts, consent, patients' rights, legal death, insurance, liability, and research.

514 Approaches to Health Care Delivery (3) The future of managed care depends on the performance of the managed-care industry, especially the goal of providing high-quality health care at the lowest costs possible. This course will discuss the challenges faced by managed care organizations and strategies used to overcome them.

515 Professional Ethics and the Health Professions (3) This course focuses on professional ethical issues relevant to health in various settings. Students will examine ethical principles and theories underlying ethical dilemmas. Major areas of emphasis include ethical decision making, principles and theories, codes of ethics, protection of human subjects, and ethical concerns in graduate education.

516 Health Care Management (3) Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.

520 Public Health Epidemiology (3) An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented. PREREQ: MAT 121 or equivalent.

525 Elementary School Health Education (3) Trends in elementary school health: curricular approaches and emphasis, teaching strategies, motivational techniques, resources, materials, issues, problems, and evaluations. PREREQ: Background in elementary education.

526 Biostatistics for Public Health (3) An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized. PREREQ: MAT 121 or equivalent.

527 Human Sexuality and Family Life Education (3) This course will address current trends in family life education and the development and implementation of programs in schools and community settings. Emphasis will be placed on developing appropriate content and strategies useful in the classroom.

528 Contemporary Issues in Sexuality (3) This course is designed to present academic information

concerning human sexuality topics. Also incorporated, when and where applicable, will be how to use this information in an educational setting. This course does not have HEA 527 as a prerequisite.

529 Mental Health Issues and the School Health Program (3) This course provides an overview of mental health and counseling issues affecting children and youth in today's school and communities. The goal of the course is to broaden the student's understanding of key mental health issues children face in school and community settings. This course will provide relevant background information that will be used to promote positive mental health in the school, clinic, and community setting.

531 The Community as a Basis for Health (3) An analysis of the community with its diverse population and its response to critical and current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities.

538 Evaluation of Health Programs (3) Emphasis will focus on the procedures essential to the evaluation of health programs in a variety of settings (community, medical, school, worksite). Major areas include conducting quality assurance measures, data collection methods, and preparation of final reports. Includes both theoretical and practical experience.

539 Health Promotion Program Planning (3) An advanced program planning course that provides students with an opportunity to apply theories, principles, and teaching strategies and methods by developing a comprehensive plan for a health promotion program.

543 Transcultural Health (3) An introduction to the role of culture in health and illness, and its role in accessing and utilizing health care in the United States.

544 Program Administration in Health and Human Service (3) This course will provide students with the skills needed to administer community health programs in a nonprofit setting with a focus on program management in nonprofit agencies.

545 Mind/Body Medicine (3) A comprehensive evaluation of the mind's role in disease prevention and healing. Emphasis will be placed on learning and practicing mind/body techniques and assessing the mind's role in preventing disease and promoting healing.

546 Medical Geography for Management (3) This course is a survey of medical geography which includes a broad range of geographical work in health care. Emphasis is placed on human-environment interactions and their influence on public health. Medical geography distinguishes itself from the discipline of geography by its thematic focus, not its methods or theoretical grounding. Students will learn course content and develop their mapping skills through a computer-based program, helping students understand the importance of medical geography through the hands-on application of medical geography research.

547 Principles of Botanical Medicine (3) A comprehensive evidence-based assessment of botanical medicines in health promotion, disease prevention, and symptom management.

550 Evidence-Based Medicine and Public Health (3) A seminar on learning salient principles of evidence-based medicine and evidence-based public health and their applications to improve the health of individuals and populations.

555 Women's Health Issues - A Transcultural Perspective (3) Using a life cycle approach, this course makes a comparative analysis of women's lives and their health status across different cultures and nations. Women's health status as related to their multiple roles in the family and society will be examined.

581 Special Topics (3) In-depth study of selected health topics current to the interests and needs of professionals serving in various health and health-related areas. Topics will be announced prior to the first day of each semester.

601 Research/Report Writing in Health Education (3) The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript. PREREQ: Permission of instructor.

609 Independent Study and Special Projects (1-3) Research projects, seminar papers, reports of special conferences, and reading in health. PREREQ: Administrative approval.

610 Integrative Health Coaching (3) This course provides students with an overview of the theory and practice of health coaching in integrative health and health promotion programs and settings.

611 Field Placement (3) A project for students in health concentrations. All core course work should be completed before beginning the project. Permission of graduate coordinator required.

613 Advocacy and Quality of Health Care Services (3) An introduction to patient advocacy for graduate students in health professions. Topics include ethics, health care financing and policy, health advocacy for special populations, and key strategies for system change.

614 Health Care Technology and Information Management (3) This course will provide future health care managers with the knowledge and skills they need to work effectively with information systems technology. Topics covered in this course include emerging technology, information systems, the Internet's impact on health care organizations,

and system standards, among others.

616 Strategic Leadership in Health Care (3)

Health care industry requires visionary, creative, and transformational leaders who can navigate effectively through a dynamic and complex landscape. This course will provide foundational concepts and principles necessary for exercising strategic leadership.

620 School Health Programs (3) This course provides the theoretical underpinnings of the profession, professional responsibilities, and programmatic and critical issues in comprehensive school health programs.

622 Curriculum and Instruction (3) This course will address the foundation, philosophy, and practice of comprehensive school health education. Major focus is on the development, implementation, and evaluation of K-12 comprehensive school health education.

623 Substance Use Prevention (3) Designed for future and present school and public health educators, this course includes content and program planning skills for community and school: tobacco, alcohol, and other drug prevention curriculum and programs.

632 Social and Behavioral Aspects of Health (3) An advanced course on current theories in health behavior and the application of these theories to management methods in the health care field. Topics include trends in health behavior, health concerns, analysis of the decision-making process, and factors affecting health behavior.

648 Research Methods in Public Health (3) This course focuses on the theory and practice of research applied to public health problems. Students will be exposed to the design and implementation of public health research projects. The course is centered on the tools and techniques of research and their ap-

plication to formal research design. PREREQ: HEA 520 and 526.

649 Applied Learning Experience I (3) This course prepares students for the Applied Learning Experience II which includes the culminating experience (research report) and practicum. This 100-hour preparation will include a comprehensive and integrated application of the M.P.H. curriculum in the development of the research and major project plan. PREREQ: HEA 520, 526, 648, and completion of 30 credits.

650 Applied Learning Experience II (3) This course enables students to complete their major project and research report during a 200-hour practicum at a community practice site. PREREQ: All course work must be completed before the start of this practicum.

UNDERGRADUATE COURSES FOR GRADUATE CREDIT

The Department of Health has approved the following undergraduate course for graduate credit when scheduled with the approval of the student's adviser and department chairperson. No more than three credits of 400-level course work may be used to satisfy graduate degree requirements.

ENV 460 Industrial Hygiene II (3) Evaluation techniques for monitoring the industrial environment will be learned in a laboratory setting and in the field. These techniques will include monitoring of air quality, air flow, noise, heat stress, and radiation. Evaluation of personal protective equipment, pulmonary function testing, and audiometric testing also will be investigated. PREREQ: ENV 102, 452, or permission of instructor.

History

506 Main Hall
West Chester University
West Chester, PA 19383
610-436-2201

Dr. Hanley, *Chairperson*
Dr. Chien, *Assistant Chairperson*
Dr. Malkin-Fontecchio, *Graduate Coordinator*

PROFESSORS

Lawrence R. Davidson, Ph.D., *University of Alberta*
Jonathan Friedman, Ph.D., *University of Maryland*
Karin E. Gedge, Ph.D., *Yale University*
Charles Hardy III, Ph.D., *Temple University*
James Jones, Ph.D., *University of Delaware*
Lisa A. Kirschenbaum, Ph.D., *University of California, Berkeley*

ASSOCIATE PROFESSORS

Cecilia Lee-Fang Chien, Ph.D., *Harvard University*
Wayne Hanley, Ph.D., *University of Missouri*
Thomas J. Legg, Ph.D., *The College of William and Mary*
LaTonya Thames-Taylor, Ph.D., *University of Mississippi*

ASSISTANT PROFESSORS

Eric Fournier, Ph.D., *University of California, Santa Barbara*
Steven Gimber, Ph.D., *American University*
Robert Kodosky, Ph.D., *Temple University*
Tia Malkin-Fontecchio, Ph.D., *Brown University*
Janneken Smucker, Ph.D., *University of Nebraska*

Programs of Study

The Department of History offers two degrees: the master of arts in

history and, in cooperation with the School of Education, the master of education in history.

The master of arts in history provides a broad base for teaching excellence, a platform for studies leading to the Ph.D., and skills for informed decision making in the public and private sectors. Students with permission of the graduate coordinator may take up to six semester hours in a discipline related to their major field of study. The M.A. in history may be earned by completing either a thesis or nonthesis program.

The nonthesis option is designed for students who desire more content courses as background for their own teaching, further academic work, or personal enrichment.

Students must concentrate in one of three fields: world/comparative, European, or United States.

The master of education in history is designed to provide in-service teachers with additional professional education courses and an opportunity to enlarge their understanding of the historical past. This degree program is not designed for initial teacher certification. Students in this program are advised by the Department of History.

The department also offers a nondegree professional growth program in which students take graduate courses for personal and professional growth without enrolling in the graduate program.

Admission Requirements

The Department of History requires a 3.0 grade point average (GPA) in history and a 2.8 overall GPA for admission to its graduate programs. A statement of professional goals, three letters of recommendation, preferably academic, and a sample of analytical writing that demonstrates proficiency in writing skills also are required. Applicants must have completed undergraduate surveys in U.S. history and world or Western civilization, and an undergraduate course in historical

methodology or historical research. Applicants who do not meet the above criteria may be admitted on a provisional basis. Students also may take up to two graduate courses before formal admission to either graduate program.

Degree Requirements

Students must maintain a minimum GPA of 3.0 and apply for degree candidacy upon completion of 12-18 hours of applicable course work. In both programs candidates must pass a written comprehensive examination at or near the conclusion of their course work. The comprehensive examination is administered each semester. Those candidates wishing to take the examination in a given semester should contact the graduate coordinator during the first three weeks of the semester. With approval of the graduate coordinator, candidates also may complete up to two courses in a field related to history. Candidates also may apply towards their degree up to six credits of graduate course work taken elsewhere.

MASTER OF ARTS IN HISTORY

Curriculum

Thesis Option

I. Required

HIS 500 (ordinarily to be taken in first semester, but no later than during first 12 semester hours)

II. Major field

Includes HIS 650, 651, 652, and additional HIS courses

33 semester hours

3 semester hours

15 semester hours

9 semester hours

III. Minor field

Three HIS courses

3 semester hours

IV. Third field

3 semester hours

V. Related field option

3-6 semester hours

To be substituted and counted where appropriate above

VI. Thesis

6 semester hours

HIS 691 (normally taken as three semester hours in two consecutive semesters)

Nonthesis Option

I. Required

HIS 500 (ordinarily to be taken in first semester, but no later than during first 12 credits)

II. Major field

Includes HIS 650, 651, 652, and additional HIS courses

15 semester hours

III. Minor field

Three HIS courses

9 semester hours

IV. Third field

6 semester hours

V. Related field option

3-6 semester hours

3-6 semester hours to be substituted and counted where appropriate above

MASTER OF EDUCATION IN HISTORY

Curriculum

36 semester hours

I. Professional education requirements

12 semester hours

(See Professional and Secondary Education, page 92.)

II. Required course

3 semester hours

HIS 500 (generally to be taken in the first semester, but no later than during the first 12 credits)

III. Major field

12 semester hours

Three courses selected under advisement and HIS 650, 651, or 652

IV. History electives

6 semester hours

Three credits in each of the nonmajor fields

V. Electives

3 semester hours

Professional education or academic

The Department of History has approved the following undergraduate courses for graduate credit when scheduled with the approval of the graduate coordinator or the department's chairperson: HIS 406, 411, 412, 415, 416, 420, 421, 422, 423, 425, 427, 428, 435, 445, 450, 451, 455, 474, and 480. No more than six credits of 400-level course work may be used to satisfy graduate degree requirements.

COURSE DESCRIPTIONS

HISTORY

See also social science (SSC)

Symbol: HIS

500 Methods and Materials of Research in History

(3) Basic techniques and procedures in research; major types of research and methods for locating, evaluating, and interpreting evidence. The student develops a tentative outline, bibliography, and summary of an investigative procedure. Required of all degree-program students.

501 Studies in the History and Culture of South Asia (3) The Indian subcontinent's dominant political, cultural, and economic institutions. Features which contribute to an understanding of modern India and Pakistan.

505 Studies in the History and Culture of East Asia

(3) The traditional basis for modern Chinese, Japanese, and Korean societies. The interaction between European and Asian cultures and resulting changes in East Asia.

509 The Modern Middle East and the West

(3) Recent history of major Middle Eastern societies; Iran and the oil situation; Israel and the Palestinian question; conflicting cultures.

511 Africa to Independence (3) Emergence of modern African nationalism against the background of traditional African society and the legacy of European colonialism.

512 Independent Africa (3) The post-war experience of Sub-Saharan Africa, viewed in the light of the end of European colonial administration and the growth of an independent African society.

515 Latin America Since Independence

Pre-Columbian art and thought, scholasticism, mercantilism, the Great Debate, Baroque architecture, Enlightenment, conservatism, liberalism, Romanticism, Modernism, Positivism, Aprísmo, Mexican muralists, novel of social protest, existentialism, and music. Lineaments of the Latin-American mind.

520 Racism, Bigotry, Prejudice (3) Course examines the evolution and roots of human prejudice and bigotry from a variety of perspectives - historical, sociological, and psychological.

523 History of Germany (3) Germany in the 19th and 20th centuries: Napoleonic era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, divided Germany and Reunification.

530 Problems in Medieval Civilization (3) Rise and fall of the Byzantine Empire, conquests of the Arabs and Turks, the crusades for the recovery of the Holy Land; the religious orders and the universal aspirations of the Papacy.

531 The Renaissance (3) Political, social, and cultural transitions in Italy and Northern Europe, 1350-1550.

532 The Reformation (3) Major and minor Protestant leaders and their movements; effects on the evolving nation-states; the Church of Rome's response; Wars of Religion and Treaty of Westphalia; the Scientific Revolution.

533 Dynastic Europe 17th Century (3) Compares and contrasts political, economic, and social developments of two major dynastic powers, namely Spain and France, during the 17th century.

534 The French Revolution and Napoleon (3) The central themes of the French Revolution, from the origins during the ancient regime to the fall of Napoleon and Congress of Vienna.

535 Nationalism and Democracy: 1815-1914

(3) Aftermath and effect of the French Revolutionary era; events brought on by the growth of nationalism and democracy; development of the industrial revolution. Roots of the First World War.

536 Europe Since 1914 (3) Twentieth-century Europe, with emphasis on causes of World War I, Europe between World War I and World War II, and problems of contemporary Europe.

540 The Evolution of Modern Russia (3) A cultural approach to the historical development of Russia from the foundation of Kiev to the Revolution of 1917. Emphasis is on Russia's political and aesthetic uniqueness.

542 Women and Children in Early Modern Europe

(3) Focuses on the private and public life of women and children of diverse social status in various European countries. Special attention is given to changing social, religious, economic, and cultural attitudes and how they affected the lives of women and children.

543 Jews in Modern European History (3) This course assesses Jewish life and thought in the context of major European historical developments during the 19th and 20th centuries. Special attention is given to the emancipation and acculturation process and the proliferation of anti-Semitism.

544 Final Solution in Europe (3) This course explores the "Final Solution" of the "Jewish Question," the core of the Nazi Holocaust as it was administered in each country in Europe under German occupation during World War II.

545 Holocaust (3) The study of steps leading to the Holocaust (1933-1945), the Holocaust itself, and the aftermath. The rise of Nazism is included.

546 Genocide in Modern History (3) Case studies

of major atrocities of the 20th century, analyzing how and why particular genocides were committed.

547 Asocials and the Holocaust (3) This course studies the other victims of the Holocaust: Gypsies, homosexuals, persons with disabilities, Jehovah's Witnesses, and others.

548 Women and the Holocaust (3) An examination of women's experiences in Nazi-occupied Europe. Also explores the role of gender in Nazi ideology and in postwar testimonies.

549 American Perspectives on the Holocaust (3) A brief history of Jewish people in America with an in-depth study of American reaction to the Holocaust.

550 Colonial America: 1607-1763 (3) Development of the 13 colonies of Anglo-America from their settlement to mid-18th century. Emphasis on a conceptual analysis of specific events and problems.

551 Revolutionary America: 1763-1789 (3) American development from the mid-18th century to the framing of the Constitution, with emphasis on the causes of the American Revolution and the evolution of American institutions and ideas throughout the period.

553 The Rise of the New Nation: 1789-1850 (3) A historiographical approach involving interpretations of the foundations and development of the Federalist Party, emergence of Jeffersonian Democracy, evolution of Jacksonian Democracy, and events of the Middle Period leading to the decade of controversy.

554 Civil War and Reconstruction: 1850-1877 (3) The war and its aftermath as the great watershed of United States national history. Emphasis on the conflicting interpretations of the causes, nature, and effects of the Civil War.

555 Emergence of Modern America: 1876-1930 (3) The rise of industrial capitalism, urbanization, mass consumer society, and culture, and the impact of modernization on class gender, race relations, governance, and foreign policy.

556 America Since 1919 (3) The impact of urbaniza-

tion and industrialization on society, politics, and economics; the problems of wars - declared and undeclared - and the various policies for peace.

557 Problems in American Constitutional Development (3) Selected problems in the development of American constitutional government. The progressive adaptation of the law to a changing social and economic order. Conflicts such as nationalism versus states' rights, and vested rights versus police power.

558 History of the Cold War (3) American foreign policy in Europe, Asia, Latin America, and the Middle East from 1945 to the end of the Cold War. Objectives sought by the United States and the political, military, economic, and social policies pursued during the Cold War.

559 American Urban History (3) Research methods and approaches for studying the history of cities in America. Emphasis on quantitative analysis, including studies of urban population, social mobility, and voting patterns.

561 The Indian in America's Past (3) The dispossession of the American Indian: land seizures, wars and treaties, cultural contact; customs, mores, economic, and religious life of the Indian; assimilation and preservation of Indian culture.

601 Directed Readings in American History (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

602 Directed Readings in European History (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

603 Directed Readings in World and Regional History (3) A critical examination of significant works on selected topics in the field. PREREQ: Permission of graduate coordinator.

650 Seminar in American History (3) Selected problems in American history. Subject announced in advance of each semester. PREREQ: HIS 500 and

nine graduate credits of history.

651 Seminar in European History (3) Selected problems in European history. Subject announced in advance of each semester. PREREQ: HIS 500 and nine graduate credits of history.

652 Seminar in History of the Non-Western World (3) Selected problems in non-Western world history. Subject announced in advance of each semester. PREREQ: HIS 500 and nine graduate credits of history.

660 Field Studies in History (3-6) A fully supervised learning experience, usually a tour, designed to expose students to the culture, artifacts, and research facilities of a given country or area.

690 Independent Studies in History (1-3) Research projects, reports, and readings in history. PREREQ: Approval of department chairperson.

691 Thesis (6)

SOCIAL SCIENCE

Symbol: SSC

502 Methods and Materials for Teaching Social Studies (3) Current practices and procedures; organization and planning; the use of classroom, library, and curriculum materials; testing, measurements, and evaluation; bibliographical sources for both teachers and students.

503 Teaching Holocaust/Genocide Secondary Methods (3) This course prepares teachers of the Holocaust and genocides in special secondary social studies methods.

580 Ethnic Cultures Institute (3) An interdisciplinary offering, the institute considers the contributions of ethnic groups to the culture of the United States. Designed primarily for teachers, community action personnel, and students who wish to increase knowledge and skills for developing meaningful intergroup relationships and improving classroom instruction. Educators and community leaders take part.

Holocaust and Genocide Studies

409 Main Hall
West Chester University
West Chester, PA 19383
610-436-2789
610-436-2345

Dr. Friedman, *Director and Graduate Coordinator*

PROFESSORS

Mary P. Brewster, Ph.D. (*Criminal Justice*)
Kevin Dean, Ph.D. (*Communication Studies*)
Jonathan Friedman, Ph.D. (*History*)
Paul D. Green, Ph.D. (*English*)
Lisa Kirschenbaum, Ph.D. (*History*)
Margarete J. Landwehr, Ph.D. (*Languages and Cultures*)
David G. Levasseur, Ph.D. (*Communication Studies*)
Deborah Mahlstedt, Ph.D. (*Psychology*)
Jasmine Tamahseb McConatha, Ph.D. (*Psychology*)
Yury Polsky, Ph.D. (*Political Science*)
Frauke I. Schnell, Ph.D. (*Political Science*)

ASSOCIATE PROFESSORS

Brian O'Neill, Ph.D. (*Criminal Justice*)
Christopher Teutsch, Ph.D. (*English*)
Joan Woolfrey, Ph.D. (*Philosophy*)

Programs of Study

Holocaust and genocide studies offers a master of arts degree for

students who complete the necessary 30 hours in the degree program. For the master's degree, field studies and a thesis are options. A graduate certificate is also offered for students who complete an 18-hour program of study.

MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES

The purpose of this program is to provide its graduates with the background and intellectual skills needed to either pursue careers as teachers or as history professionals for work in museums, archives, libraries, and other institutions.

Admission Requirements

In addition to satisfying the University's general graduate admission requirements, applicants must submit three letters of recommendation and a statement of personal goals.

Requirements for the M.A. Degree

1. Any history course with a grade of less than 3.0 GPA will not be accepted for credit toward the degree.
2. In order to complete the program, students must pass a written comprehensive examination.

Curriculum

- I. Phase I – core content
HIS 523, 543, 545, 546
- II. Phase II – electives

30 semester hours

12 semester hours

12 semester hours

Four courses selected from the following: COM 503, 505, 509; CRJ 505, 555; EDF 589; EGE 409; ENG 573; GER 420; HIS 520, 535, 536, 544, 547, 548, 549, 602, 651, 660; PHI 512, 570, 588, 590; PSC 530, 590; PSY 509, 540, 543	
III. Phase III – thesis or nonthesis options	6 semester hours
Thesis option	
HIS 691 (6)	
Oral thesis defense	
<i>OR</i>	
Nonthesis option	
Research paper in HIS 545, 546, 650, 651, or 652	
Two courses (six semester hours) chosen from COM 503, 505, 509; CRJ 505, 555; EDF 589; EGE 409; ENG 573; GER 420; HIS 520, 535, 536, 544, 547, 548, 549, 602, 651, 660; PHI 512, 570, 588, 590; PSC 530, 590; PSY 509, 540, 543	
Written comprehensive examination in the core content (Phase I)	
Oral examination	

Kinesiology

206 Sturzebecker Health Sciences Center

West Chester University

West Chester, PA 19383

610-436-2260

Dr. Fry, *Chairperson and Graduate Coordinator, M.S. in General Physical Education*

Dr. Atkinson, *Graduate Coordinator, M.P.A. with a Graduate Certificate in Sport Management and Athletics*

Dr. Stearne, *Graduate Coordinator, M.S. in Exercise and Sport Physiology*

PROFESSORS

Eve Atkinson, Ed.D., *Temple University*

Frances Cleland, P.E.D., *Indiana University*

Frank F. Fry, Jr., D.P.E., *Springfield College*

John Helion, Ed.D., *Columbia University*

Monica P. Lepore, Ed.D., *New York University*

Sheri A. Melton, Ph.D., *Louisiana State University*

Margaret Ottley, Ph.D., *Temple University*

Karin Volkwein, Ph.D., *University of Tennessee*

ASSOCIATE PROFESSORS

Kathleen Ellis, Ph.D., *Michigan State University*

Paul K. Smith, Ph.D., *Southern Illinois University*

David Stearne, Ph.D., *Temple University*

W. Craig Stevens, Ph.D., *Temple University*

ASSISTANT PROFESSORS

Terence Beattie, M.A., *Canisius College*

Matthew Cummiskey, Ph.D., *Temple University*

Melissa Reed, Ph.D., *East Carolina University*

Melissa Whidden, Ph.D., *University of Florida*

INSTRUCTORS

Edward Kubachka, M.S., *West Chester University*

Mary M. Williams, M.A., *University of London*

Programs of Study

The Department of Kinesiology offers two programs leading to a master of science degree, one in exercise and sport physiology and the other in general physical education. The M.S. in exercise and sport physiology, which also offers a concentration in athletic training, enriches academic preparation for working in adult fitness, cardiac rehabilitation, and corporate wellness. The M.S. in general physical education offers academic course work for teaching physical education in schools or for obtaining employment in various professions related to physical education. Both master of science degrees offer

Certificate in Holocaust and Genocide Studies

Curriculum 18 semester hours

I. Required courses 6 semester hours

HIS 545 and 546

II. Elective courses 12 semester hours

Four courses, to be selected under advisement, from the following:

COM 503, 505, 509; CRJ 505, 555; EGE 409; ENG 573; GER

420; HIS 520, 523, 535, 536, 543, 544, 547, 548, 549, 602, 651, 660;

PHI 512, 570, 588; PSC 530, 590; PSY 509, 540, 543

Course Descriptions

Course titles and descriptions in holocaust and genocide studies are listed under the relevant department.

thesis tracks that are designed primarily to meet the individual needs of graduate students who want to pursue graduate work beyond the master's degree or a career in research.

In addition, the department offers a master of public administration degree with a graduate certificate in sport management and athletics. This professional degree focuses on the comprehensive career preparation of practicing athletic and sport managers. Designed for individuals aspiring to leadership and management roles in the complex world of interscholastic, intercollegiate, recreational, and professional sports, as well as corporate fitness programs, the curriculum is built on acquiring the experiential understanding of administrative and managerial practices in athletic settings. It will prepare candidates with the knowledge and skill necessary to apply theory, research, and experience to solve academic, athletic, and sport/event management challenges. Culminating internships are an integral part of the program where students are mentored in sport management experiences within their concentration area, including interscholastic (middle and high school), intercollegiate (NCAA Division I, II, or III), professional (major or minor leagues), club or recreational activities (YMCA and other youth sport organizations), and corporate fitness.

MASTER OF SCIENCE IN GENERAL PHYSICAL EDUCATION

Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must present either a baccalaureate degree earned in their anticipated major area of health or health and physical education, or equivalent preparation in a related field, and the following:

A. Undergraduate prerequisites:

1. Human anatomy
2. Human physiology
3. Kinesiology
4. Exercise physiology

B. Requirements of a 2.8 G.P.A. or higher on a 4.0 scale in either the thesis track or research report track

C. Approval of application by the department graduate committee

Acceptance recommendations are made by the department graduate committee.

Certificate in Adapted Physical Education 18 semester hours

The certificate in adapted physical education is designed to meet the adapted physical education National Standards for Competency in Teaching Adapted Physical Education in the public schools.

KIN 579, 582, 583, 584, 586, 587

Admission to M.S. Degree Candidacy

During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0. Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy.

Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum with a minimum GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination
3. Successful completion of the thesis or research project
4. Oral defense of the thesis (for thesis track only)

Curriculum	33-34 semester hours
I. Degree core	21 semester hours
EXS 572, 585, 600, 681; KIN 580, 601, 602	
II. Additional degree requirements - thesis track	12 semester hours
KIN 608 and 610 Electives selected under advisement (6)	
III. Additional degree requirements - research report track	13 semester hours
KIN 606 and 607 Electives selected under advisement (9)	

The thesis proposal must be formally approved during thesis seminar (KIN 608) before the student may register for thesis (KIN 610).

MASTER OF SCIENCE IN EXERCISE AND SPORT PHYSIOLOGY

Admission Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must present a bachelor's degree in physical education or related field and the following:

- A. Undergraduate prerequisites:
 1. Human anatomy
 2. Human physiology
 3. Kinesiology
 4. Exercise physiology
 5. Fitness assessment/exercise prescription or electrocardiography and stress testing
- B. Requirements for one of the following tracks:
 1. Thesis track
 - a. GPA: 2.8 or higher on a 4.0 scale
 - b. GRE: 1000 (combined verbal and math) or higher recommended
 2. Research report track
 - a. GPA: 2.8 or higher on a 4.0 scale
 - b. GRE: 900 (combined verbal and math) or higher recommended
- C. Approval of application by the department graduate committee
Acceptance recommendations are made by the department graduate committee.

Requirements for Admission to Degree Candidacy

During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0. Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy course work.

Requirements for the M.S. Degree

1. Satisfactory completion of the M.S. curriculum with a GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination (not required for the athletic training concentration)

3. Successful completion of the thesis or research project (EXS 698 Research I/EXS 699 Research II)
4. Oral defense of the thesis (for thesis track only)

Curriculum	33-40 semester hours
I. Degree core	18 semester hours
EXS 572, 585, 600, 698, 699; statistics (STA 511 recommended)	
II. Concentration core	9 semester hours
EXS 681, 687, and 688	
III. Electives	6 semester hours
An additional six credit hours are required for the thesis track (KIN 608/610).	
IV. Internship	6 semester hours
KIN 611 and 612	

Internship experience may be required of students in the research report track who did not have comparable experience as an undergraduate and/or have no work experience in their chosen field of study.

Concentration in Athletic Training

Curriculum	40 semester hours
I. Degree core	18 semester hours
EXS 600; KIN 572, 585, 601, 608, and HEA 526 or STA 511	
II. Concentration core	13 semester hours
SMD 500, 501, 592, 595, and 693	
III. Electives	9 semester hours
Select three courses from the following: HEA 503, 510, 515, or 550; KIN 603, 681, 687, 688, 691	

MASTER OF PUBLIC ADMINISTRATION WITH A GRADUATE CERTIFICATE IN SPORT MANAGEMENT AND ATHLETICS

Admission Requirements

In addition to meeting the graduate requirements for admission to a graduate program at West Chester University, applicants must submit scores from the Miller Analogies Test, Graduate Record Examination, or Graduate Management Admissions Test; an essay with a clear focus on career plans; and two letters of reference from professional supervisors that address the applicant's administrative potential. All application materials are to be submitted to the Office of Graduate Studies and Extended Education and labeled: "Attention, M.P.A. Application of (student's name)." Following receipt of these materials, the M.P.A. director will schedule an admissions interview with the applicant.

Admission to M.P.A. Degree Candidacy

During the 15 semester hours of precandidacy, majors in the graduate certificate program must complete three of the administrative core courses, and two of the sport and athletic administration core courses with a minimum GPA for these courses of 3.0.

Requirements for the M.P.A. Degree

1. Satisfactory completion of the M.P.A. curriculum shown below with a minimum overall GPA of 3.0.
2. Satisfactory performance on the written and/or oral comprehensive examination.

Curriculum	39 semester hours
I. Public administration core	21 semester hours
PPA 500, 501, 502, 503, 504, 505, and 600	
II. Certificate requirements	18 semester hours
A. Sport management and athletic core (12 semester hours) KIN 513, 514, 553, and 554	
B. Internship (6 semester hours) KIN 611, 612 (must complete both)	
Consult adviser to determine appropriate time, arrangements, and placement for internships	

Note: Students who do not want to enroll in a degree program can apply for the certificate-only program in sport management and athletics, which includes the 18 semester hours listed above. Contact the sport management and athletics coordinator for more information.

COURSE DESCRIPTIONS

KINESIOLOGY

Symbol: KIN unless otherwise indicated

513 Theories and Principles of Sport Management

(3) This course is designed to provide an overview of the management responsibility of the sport administrator, including planning, organizing, staffing, directing, and controlling the sport enterprise. Emphasis will be placed on personnel, financial concerns, facility management, and public relations.

514 Problems and Issues in Sport Management

(3) This course is designed to provide an overview of contemporary problems and issues in sport management, including an analysis of sport trends with a review of sport-governing agencies and organizations and their affect on athletic department programs.

521 Adventure-Based Education (3) Adventure education as a stand-alone component of the K-12 physical education curriculum will be introduced. The developmentally appropriate modification of activities from "icebreakers" through "initiatives and problem solving" will be presented, analyzed, and practiced in the class.

522 Foundations for Experiential Education

(3) Adventure education has rapidly become one of the fastest growing areas in the K-12 physical education curriculum. This course will examine specific aspects of the concept known as the "adventure wave" and its relevance to the overall K-12 physical education curriculum. The historical underpinnings of experiential education as it relates to adventure education will be researched and discussed.

523 Essential Components for Adventure Education

(3) The Adventure Education Model, as developed from Outward Bound and Project Adventure philosophies, and the concept of experiential education will be investigated as a content component within a K-12 physical education curriculum. Students will learn the overall concept of using adventure education as a curricular component in programming.

524 Facilitation and Reflection in Adventure Education

(3) Reflection is an integral component of experiential education and the adventure wave. Developing a variety of techniques, methods, or tools by an individual who leads or facilitates experiential or adventure programming can enhance the participants' overall educational experience as well as promote a more lasting effect. This course will introduce, investigate, and provide practice opportunities in a variety of techniques, methods, and tools for facilitators in programming.

550 Elementary Physical Education Workshop

(3) Orientation for the teaching of elementary physical education. Principles and practices; appropriate activities for various grade levels.

553 Facility, Event, and Risk Management in Sport

(3) This course provides an overview of planning and management of sport facilities and events. Students will study the elements of planning and designing sport facilities while investigating the inherent risk management issues associated while operating sport venues. Additionally, students will learn how to plan, execute, and manage various sporting events while addressing safety and risk-management issues.

554 Gender Equity and Sport Law

(3) The course entails the study and discussion of gender-equity issues in sport that affect both females and males. In-depth case studies on Title IX and analysis of its regulations and compliance are explored. General principles of sport law as it relates to gender-equity issues are reviewed. Research is conducted on various Equity in Athletics Disclosure Act (EADA) reports.

EXS 572 Advanced Motor Learning (3) An inves-

tigation of the theories, research, and practical applications of the processes and conditions involved in the teaching and learning of physical skills.

579 Inclusive Practices in Adapted Physical Education

(3) This course explores inclusive practices in physical education, observes programs and classes in the field, discusses and debates best practices regarding inclusion in PE, identifies barriers to successful inclusive practices, and identifies philosophical issues in general physical education that impact adapted physical education and students with disabilities. This course will not solve all problems with inclusion. PREREQ: Some knowledge of adapted physical education.

580 Sociological and Psychological Aspects of Sport and Physical Education

(3) Social, psychological, and cultural factors influencing sport and physical education. Discussion of pertinent issues and research applications.

581 Adapted Physical Education

(3) Techniques for a program of adapted physical education in the public school. Application of activities to benefit the child with a temporary or permanent disability.

582 Assessment and Development of Individualized Programs in Adapted Physical Activity

(3) This course prepares health and physical education teachers to address the needs of children and teens with disabilities through quality assessment; development of physical education; curriculum; establishment of individual, group, and program goals and objectives; adaptation to physical activities; and effective evaluation. Inclusive practices and establishment of recommended criteria for adapted physical education will be included. PREREQ: Some knowledge of adapted physical education.

583 Medical and Pathological Issues Related to Adapted Physical Activity

(3) This course is designed to familiarize graduate students in physical education or special education with health and medical issues of low-incidence disabilities and the impact these issues have on participation in adapted physical activity programs.

584 Disability Sport and Adapted Aquatics

(3) This course provides information about disability sports, athletics, and competitive adapted activities to physical education professionals. In addition, students will understand the concepts of vertical integration; segregated vs. inclusion sport participation; rules, regulations, and procedures for a variety of adapted and disability sports; and the psychosocial impact of sports on people with disabilities. Also, this course will cover adapted aquatics and provide national credentialing in teacher of adapted aquatics through American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) if prerequisites are met or, if not, the teaching assistant of adapted aquatics credential.

EXS 585 Biomechanics (3) A review of, or introduction to, the basic principles of biomechanics and the application of those principles to research and teaching.

586 Professional Issues in Adapted Physical Activity

(3) This course is designed to develop skills needed to be a professional adapted physical educator. Current issues being professionally debated in the field will be discussed, synthesized, and explored, including professional philosophy, technology use, consultation strategies and services in adapted PE, professional and ethical behaviors, confidentiality, collaboration and crossdisciplinary models of service, adapted physical education national standards, and exams. PREREQ: KIN 579, 582, 584.

EXS 587 Environmental Physiology

(3) A survey course investigating the multidisciplinary nature of environmental physiology. It will explore the impact of different environments on the physiology of humans while at work and play. This course will examine the thermal environments (hot, cold,

humidity), barophysiology (altitude and depth), microgravity and space, air pollution, and chrono/biological rhythms. Laboratory experiences, both computer simulation and "hands-on," will be included in the course. PREREQ: EXS 380 or BIO 468 or BIO 469. EXS 681 recommended.

587 Contemporary Issues in Adapted Physical Activity: Students in the Autistic Spectrum

(3) Introduction to the issues of adapting physical activities for individuals within the autistic spectrum, including school-based physical education and community-based recreation programs.

SMD 592 Seminar in Sports Medicine (3) This class requires students to review and research papers on specific and timely topics in sports medicine which they will read prior to class, present, and then have critically reviewed by the instructor and other students. The suggested topics will be subject to change if instructors view additional issues as more current and relevant to athletic training and sports medicine.

EXS 600 Research Methods in Health, Physical Education, and Recreation (3) Techniques of research applied to the field of health, physical education, and recreation.

601 Statistical Design for Research and Evaluation in Physical Education (3) The practical and theoretical application of the basic concepts of elementary statistics as they relate to evaluative procedures, research, and teaching in physical education.

602 Advanced Philosophy of Sport and Physical Education (3) Major philosophical theories of sport. Discussion of various conceptual, movement/aesthetic, and social-political issues.

603 Professional Literature Seminar (3) Provides students with the skills necessary to review and critically analyze the professional literature and current findings in physical education; useful for the student planning to conduct research.

605 Curriculum Trends in Physical Education (3) Analysis and design of contemporary curriculum models of instruction in K-12 physical education.

606 Research Project Seminar I (2) A course for master's candidates who select the report option. Students select a problem for the research report, review literature, develop procedures, and collect data. They are expected to complete the first three chapters of their research reports during Seminar I. PREREQ: EXS 600.

607 Research Project Seminar II (2) Master's candidates register for this course after completing Seminar I. In this course, students complete chapters four and five of the research report. PREREQ: KIN 606.

608 Thesis Seminar (3) A course for the student who selects the thesis option. The candidate selects a topic, reviews the literature, develops procedures, and prepares a proposal acceptable to the thesis committee. They then register for KIN 610. PREREQ: EXS 600.

609 Independent Study and Special Projects (1-3) Students select independent study projects and develop proposals. These projects may be in support of students' research or related to their vocations. The proposals must be accepted and approved by the coordinator of graduate studies in the semester prior to registration for independent study.

610 Thesis (3) Students must register for the thesis after completion of KIN 608. One additional enrollment in KIN 610 may be allowed with the approval of the graduate coordinator. PREREQ: KIN 608.

611-612 Intern Study (3) For the M.S.A. student in athletic administration who needs or desires practical experience in administering athletic programs. (The student may elect 3-6 credits of

internship experience.)

615 Special Topics (1-3) In depth study of selected topics current to the interests and needs of professionals serving in the field of kinesiology.

EXS 680 Scientific Principles of Coaching (3) Recent trends in theories and techniques of teaching sports. Mechanical principles of efficient movement. Research related to competitive performance. Specialists serve as guest panelists.

EXS 681 Advanced Exercise Physiology (3)

Clinical and laboratory use of exercise in evaluating, maintaining, and modifying human physiological processes: growth development, metabolism, and weight control; cardiovascular and respiratory functions in health and disease; and neuromuscular integration and performance. Stress physiology, and training and conditioning.

EXS 687 Applied Muscular Physiology (3) This course is designed to provide an in-depth understanding of the structure and function of skeletal muscle and its responses and adaptations to exercise.

EXS 688 Applied Cardiovascular Physiology (3)

This course is designed to provide an in-depth understanding of the mechanisms underlying cardiovascular function and the effects of acute and chronic exercise on these mechanisms.

EXS 690 Exercise and Older Adults (3) A course designed to prepare professionals to assess fitness levels of people over age 50 and scientifically design exercise and fitness programs to meet the specific needs of older participants.

EXS 691 Advanced Clinical Exercise Testing and Prescription (3) An in-depth study of how exercise

is used in clinical settings for diagnostic, rehabilitative, and preventive purposes. ACSM guidelines will be emphasized. Designed to prepare the student for the ACSM certification exam (exercise specialist).

EXS 692 Clinical Practicum in Exercise Science (3)

This course provides experience in a clinical setting under the supervision of qualified medical staff. Experiences will include prescription and supervision of exercise for patients in settings such as hospitals and outpatient clinics. PREREQ: Approval of graduate coordinator.

EXS 698 Research I (3) This course, along with the subsequent EXS 699, is the culminating experience in the program curriculum. It includes development of hypothesis and methods under the direction of a faculty adviser. If taken as a thesis, this course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty. If taken as either a report or thesis, the course results in the writing of the first three chapters (introduction, review of literature, and methods) and IRB approval.

EXS 699 Research II (3) This course includes data collection, statistical analysis, and writing the last three chapters of the report/thesis. Reports are submitted to the faculty research adviser for a grade. Thesis must be defended and approved by the committee. After approval, the thesis must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis," a copy of which may be obtained from department offices or online. After the dean of graduate studies and extended education has approved the thesis, the student is responsible for transmitting all required

copies to the library for binding. PREREQ: EXS 698.

SERVICE COURSES

The following courses are open to students in all curricula, with no prerequisite in health or physical education required: KIN 550, 580, 581, 605, 650, 680, and 685.

SPORTS MEDICINE

Symbol: SMD

500 Human Cadaver Anatomy (2) A regional study of the gross structure of the human body and human cadaver dissection covering the back, upper and lower limbs, head, neck, thorax, abdomen, and pelvis. Emphasis is on the structure and function of the skeletal, muscular, and peripheral nervous systems. COREQ: SMD 501.

501 Human Cadaver Anatomy Laboratory (2) A human cadaver dissection course accompanying SMD 500. The gross structures of the back, upper and lower limbs, head and neck, thorax, abdomen, and pelvis are studied. COREQ: SMD 500.

595 Orthopedic Surgical Techniques (3) A course designed to enhance the sports medicine professional's knowledge and awareness of common orthopedic surgical techniques. Tissue response to surgical inervation and postsurgical rehabilitation considerations will be addressed.

693 Selected Topics in Sports Medicine (3) A second-year graduate course covering environmental topics, theory, and practice of evidence-based sports medicine, as well as educational and course assessment concerns for sports medicine professionals.

Languages and Cultures

109 Main Hall
West Chester University
West Chester, PA 19383
610-436-2700

Dr. Williams, *Chairperson*
Dr. Moscatelli, *Assistant Chairperson*
Dr. Pauly, *Graduate Coordinator*

PROFESSORS

Erminio Braidotti, Ph.D., *University of Pennsylvania*
Margarete Landwehr, Ph.D., *Harvard University*
Frederick Patton, Ph.D., *University of Pennsylvania*
Rebecca Pauly, D.M.L., *Middlebury College*
Michel H. Sage, Ph.D., *University of California, Berkeley*
Stacey Schlau, Ph.D., *City University of New York*
Alice Speh, Ph.D., *Bryn Mawr College*
Andrea Varricchio, Ph.D., *Temple University*
Maria Van Liew, Ph.D., *University of California, San Diego*
Jerome M. Williams, Ph.D., *Yale University*

ASSOCIATE PROFESSORS

Charles Grove, Ph.D., *University of Pittsburgh*
Anne-Marie Moscatelli, Ph.D., *Bryn Mawr College*

ASSISTANT PROFESSORS

Mahmoud Amer, Ph.D., *Indiana University of Pennsylvania*
Maria José Cabrera, Ph.D., *Rutgers University*
Marcos Campillo-Fenoll, Ph.D., *University of Illinois at Urbana-Champaign*
Gloria Maité Hernández, Ph.D., *Emory University*
Megan Saltzman, Ph.D., *University of Michigan*
Israel Sanz-Sánchez, Ph.D., *University of California, Berkeley*

Chui Kian Smidt, Ph.D., *University of Minnesota*

INSTRUCTOR

John P. Rosso, M.A., *University of Pennsylvania*

Programs of Study

The Department of Languages and Cultures offers two degree programs, one leading to the master of arts in French or Spanish, and the other to the master of education in French or Spanish. Both degrees can be taken with or without K-12 Pennsylvania teaching certification. Admission to either program is through the Office of Graduate Studies and Extended Education. A placement test in the language will be required of all candidates, including native speakers. Applicants must have an undergraduate major in the language, or native fluency and a related four-year university degree or the equivalent. Students may transfer in 6-9 semester hours from another master's degree-granting institution. Candidates for the M.A. and the M.Ed. are required to pass a capstone assessment in the language, both written and oral.

The State Board of Education adopted changes that affect all of Pennsylvania's teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that became effective January 1, 2011.

Students must consult the University's Certification Office and the College of Education for formal admission to teacher education (FATE). Students are encouraged to complete any unmet undergraduate course requirements before entering the master's program since they will be charged graduate tuition once they are admitted, and grades for these courses will be factored into their graduate GPA.

Certification may be completed separately from the master's degree. Students may transfer in 20% of their course work (three courses) from another graduate school if those courses are not already part of another graduate degree.

Language students have six years to complete their degree and may apply for a leave of absence (up to two semesters) without having to reapply to the University. They may apply for a half-time graduate assistantship, including a two-course tuition waiver and \$1,250 per semester in exchange for 10 hours a week of work with the program faculty.

Please check the department website for updates concerning a new program with Millersville University in French, German, and Spanish.

MASTER OF ARTS IN FRENCH

Curriculum	30 semester hours
I. Required courses	21 semester hours
Three core genre courses: FRE 510, 512, 513 (appropriate topics courses may be substituted) (9 semester hours)	
Four additional seminars chosen from FRE 501, 511, 514, 515, 516, 520, 521, 522, 523 (12 semester hours)	
II. Electives	9 semester hours
Three electives, which may include a six-hour thesis (LAN 610)	
Other electives may include, but are not limited to, LAN 500, LAN 503, LIN 501, HIS 534, PHI 515, or advanced courses in a second language (limit of two 400-level courses in degree program)	
A LAN 525 internship for up to 9 semester hours also can be arranged.	

III. Other requirements

Exit assessment exam in French on master's thesis, exit research paper, or portfolio of three research papers in three different graduate French courses

Optional immersion study abroad or participation in an American program

MASTER OF ARTS IN FRENCH (WITH K-12 CERTIFICATION)

Curriculum	36+ semester hours
I. Required courses	24 semester hours
Three core genre courses: FRE 510, 512, 513 (appropriate topics courses may be substituted) (9 semester hours)	
Four additional seminars chosen from FRE 501, 511, 514, 515, 516, 520, 521, 522, 523 (12 semester hours)	
LAN 503 (3 semester hours)	

II. Professional education requirements*	18 semester hours
EDA 541; EDP 531, 550, 569; EDR 545; EDT 500	
Courses necessary for FATE: EDA 303**, EDS 505 **, LAN 503***, and LIN 501 (for those who have never had linguistics)	

III. Student teaching	12 semester hours
EDS 411-412	

Note: Student teaching is a certification requirement and does not count toward the graduate degree.

MASTER OF ARTS IN SPANISH (THESIS OR NON-THESIS OPTIONS)

Curriculum	30 semester hours
I. Required core courses	9 semester hours

SPA 512, 520, and 543

Note: These required courses provide a common program experience for all students and should be taken within the first two years of program enrollment. Any exception to this requirement must be obtained in writing from the language coordinator or department chairperson.

II. Additional language courses	15 semester hours
Select courses from each of the following groups:	

Group A – 16th and 17th century literature (select two): SPA 530, 532, 533, 541, 556, 557 (6 semester hours)

Group B – 18th and 19th century literature (select one): SPA 535,

536, 556 (3 semester hours)

Group C (**thesis option**) – modern literature/contemporary (select two): SPA 537, 542, 543, 544, 545, 556, 557 (6 semester hours)

OR

Group C (**nonthesis option**) – modern/contemporary literature (select two): SPA 537, 542, 544, 545 (6 credits)

III. Additional requirements	6 semester hours
-------------------------------------	------------------

Thesis option

LAN 610 (40-50 page thesis in Spanish)

Exit research paper or portfolio (may use thesis) and oral examination in Spanish

OR

Nonthesis option

Select two electives: SPA 510, 514, 547, 549, 556-I, 556-II, or two seminars in a second language, or two courses not already selected in groups A, B, and C

Exit research paper or portfolio and oral examination in Spanish

Language immersion program encouraged

MASTER OF ARTS IN SPANISH (WITH K-12 CERTIFICATION)

Curriculum	36+ semester hours
I. Required core courses	12 semester hours

SPA 512, 520, and 543 (nine semester hours)	
LAN 503 (3 semester hours)	

Note: These required courses provide a common program experience for all students and should be taken within the first two years of program enrollment. Any exception to this requirement must be obtained in writing from the language coordinator or department chairperson.

II. Additional language courses	15 semester hours
Select courses from each of the following groups:	
Group A – 16th and 17th century literature (select two): SPA 530, 532, 533, 541, 556, 557 (6 semester hours)	
Group B – 18th and 19th century literature (select one): SPA 535, 536, 556 (3 semester hours)	
Group C (thesis option) – modern literature/contemporary (select two): SPA 537, 542, 543, 544, 545, 556, 557 (6 semester hours)	

III. Professional education requirements*	18 semester hours
EDA 541; EDP 531, 550, 569; EDR 545; EDT 500	
Courses necessary for FATE: EDA 303**, EDS 505 **, LAN 503***, and LIN 501 (for those who have never had linguistics)	

IV. Student teaching	12 semester hours
EDS 411-412	

Note: Student teaching is a certification requirement and does not count toward the graduate degree.

V. Additional requirements

Exit research paper or portfolio and oral examination in Spanish

MASTER OF EDUCATION IN FRENCH (WITH CERTIFICATION)

Curriculum	36+ semester hours
I. Required core	18 semester hours

Three core genre courses: FRE 510, 512, 513 (appropriate topics courses may be substituted) (9 semester hours)	
Three additional seminars chosen from FRE 501, 511, 514, 515, 516, 520, 521, 522, 523 (9 semester hours)	
LIN 501 (for those who have never had linguistics)	

II. Professional education requirements*	18 semester hours
EDA 541; EDP 531, 550, 569; EDR 545; EDT 500	
Courses necessary for FATE: EDA 303**, EDS 505 **, LAN 503***, and LIN 501 (for those who have never had linguistics)	

III. Student teaching	12 semester hours
EDS 411-412 (with or without internship, which count toward certification but not the degree)	

IV. Additional requirements	
Exit research paper, or portfolio of three research papers, and oral exam (in French) with French faculty	

MASTER OF EDUCATION IN FRENCH (WITHOUT CERTIFICATION)

Curriculum	36 semester hours
I. Required core	18 semester hours
Three core genre courses: FRE 510, 512, 513 (appropriate topics courses may be substituted) (9 semester hours)	
Three additional seminars chosen from FRE 501, 511, 514, 515, 516, 520, 521, 522, 523 (9 semester hours)	
II. Pedagogy courses	18 semester hours
LAN 500, LAN 503, and three other graduate courses in pedagogy LIN 501 (for those who have never had linguistics)	
III. Additional requirements	
Exit research paper or portfolio and oral exam (in French) with French faculty	

MASTER OF EDUCATION IN SPANISH (WITH K-12 CERTIFICATION)

Curriculum	36+ semester hours
I. Required core courses	9 semester hours
LAN 500 and 503, and SPA 512	
Note: These required courses provide a common program experience for all students and should be taken within the first two years of program enrollment. Any exception to this requirement must be obtained in writing from the language coordinator or department chairperson.	
II. Additional language courses	15 semester hours
Select courses from each of the following groups:	
Group A – 16th and 17th century literature (select one): SPA 530, 532, 533, 541, 556, 557 (3 semester hours)	
Group B – 18th and 19th century literature (select one): SPA 535, 536, 556 (3 semester hours)	
Group C – modern literature/contemporary (select two): SPA 537, 542, 543, 544, 545, 556, 557 (6 semester hours)	
Group D – electives (select one): SPA 510, 514, 547, 549, 556-I, 557-II, or any two courses not already selected from groups A, B, or C (3 semester hours)	
III. Professional education requirements*	18 semester hours
EDA 541; EDP 531, 550, 569; EDR 545; EDT 500	
Courses necessary for FATE: EDA 303**, EDS 505 **, LAN 503***, and LIN 501 (for those who have never had linguistics)	
IV. Student teaching	12 semester hours
EDS 411-412	
Note: Student teaching is a certification requirement and does not count toward the graduate degree.	
V. Additional requirements	
Exit research paper or portfolio and oral examination in Spanish	

COURSE DESCRIPTIONS COURSES COMMON TO ALL LANGUAGES

Symbol: LAN

500 Methods and Materials of Research in Second Language Education (3) Techniques of research in language education, including sources, design, interpretation, evaluation, and reporting of data.

502 Second Languages in the Elementary School (3) Problems in teaching second languages in the elementary school. Curriculum design, bilingual education, classroom techniques, articulation, materials, and testing. Preferably, LIN 501 or equivalent should precede LAN 502.

503 Techniques of Second Language Teaching (3) Advanced course in recent theoretical bases, methods for teaching beginning and advanced levels, curriculum design, and evaluation. PREREQ: LIN 501 or equivalent.

504 Use of Media in Language Teaching (3) Role of media in language instruction including the tape

recorder, language laboratory, television, and the computer.

505 Introduction to Bilingual/Bicultural Education (3) Introduction to history, philosophy, current status, and future directions of bilingual/ bicultural education. Survey of materials, tests, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation.

◆ **511 Roman Civilization (3)** Roman civilization and its influences on Europe.

525 Internship (3-12) A structured and supervised experience for students wishing to enhance their language study directly in the workplace. Credits earned are based on time spent on the job. For approval, students must apply to the department chair or language section coordinator.

527 Introduction to Applied Linguistics for Foreign Language Majors (3) An introduction to applied linguistics structured to meet the needs of language majors and future world language teachers. Examples are drawn from the languages of expertise

of the students.

550 Seminar in Methods and Materials of Research in Language and Literature (3) The principal tools of research in the field of language and literature. Methods of conducting and reporting research, emphasizing correctness of form and mechanics of scholarly writing.

560 Directed Studies (3) To provide an opportunity for students to pursue areas of study not regularly provided by the department. Focus of course to be announced when offered.

LAN 569 (3) Teaching English Language Learners PK-12 A study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners in inclusive classrooms. Emphases include sociocultural issues in educational contexts, TESOL through the content areas, linguistics, second language acquisition, the integration and applications of the Pennsylvania English

◆ This course may be taken again for credit.

MASTER OF EDUCATION IN SPANISH (WITHOUT K-12 CERTIFICATION)

Curriculum	36 semester hours
I. Required core courses	9 semester hours
LAN 500 and 503, and SPA 512	
Note: These required courses provide a common program experience for all students and should be taken within the first two years of program enrollment. Any exception to this requirement must be obtained in writing from the language coordinator or department chairperson.	
II. Additional language courses	15 semester hours
Select courses from each of the following groups:	
Group A – 16th and 17th century literature (select one): SPA 530, 532, 533, 541, 556, 557 (3 semester hours)	
Group B – 18th and 19th century literature (select one): SPA 535, 536, 556 (3 semester hours)	
Group C – modern literature/contemporary (select two): SPA 537, 542, 543, 544, 545, 556, 557 (6 semester hours)	
Group D – electives (select one): SPA 510, 514, 547, 549, 556-I, 557-II, or any two courses not already selected from groups A, B, or C (3 semester hours)	

III. Professional and secondary education courses 12 semester hours
May choose professional education courses (EDA 541; EDP 531, 550, 569; EDR 545; EDT 500), or other LAN or LIN department pedagogy courses, or those in the M.A. TESL program

IV. Additional requirements

Exit research paper or portfolio and oral examination in Spanish

CERTIFICATION-ONLY PROGRAM

Students may enroll in a certification-only program that is completed separately from the M.Ed.

Students who are already certified in a language may elect to complete the M.Ed. education courses, offered through the College of Education, that meet their interests, or courses in the M.A. teaching English as a second language program. ESL courses include ENG 575, 576, 587; LAN 500, 503; and LIN 501, 540. Students completing this course work will earn a professional certificate in ESL, which does not currently enable the candidate to teach in the public schools without formal certification in another area. There is no separate certification in ESL in the state of Pennsylvania.

*Graduate-level professional education requirement, effective fall 2009, which are required for all students planning to receive certification after August 2013.

** Formal admission to teacher education (FATE) required to take the following courses: EDA 303, EDS 505, LAN 503

*** Requires FATE as well as completion of language courses through the advanced level, LIN 501 (with a minimum C grade), and professional education courses, including EDS 505 but excluding EDS 411-412)

Language Proficiency Standards PK-12 (ELPS) and current trends in second language teaching, learning, and assessment. Includes a field component.

580 Seminar in Second Language Education (1-4)
Specialized workshop seminar devoted to a particular area of language education.

582 Sociolinguistic Issues in ESL/Second Language Education (3) Introduction to social, historical, legal, and cultural issues influencing minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world. Crosslisted as ENG 582. PREREQ: LIN 501.

583 Second Language Acquisition (SLA) (3) Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning. Crosslisted as ENG 583. PREREQ: LIN 501.

585 Institute in Second Language Education (4-8)
In-depth study of a particular area of language education.

590 Independent Study (1-3)

600 Research Report (1-2)

610 Thesis (6)

612 Assessment of ESL/Second Language Students (3) Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice administering tests and interpreting results. Overview of issues in assessing second language students. Crosslisted as ENG 612. PREREQ: LIN 501. See also Linguistics (LIN).

FRENCH

Symbol: FRE

501 French Business Culture (3) The course offers advanced French language skills in an international Francophone business context. It covers intercultural management, work ethics, business etiquette, communication guidelines, and cross-cultural self awareness. Activities include case studies, market simulations, international correspondence, mock interviews, and preparation for internships in French-owned or French-related companies. Regularly scheduled online group discussions and individual research presentations are required components of the course. No prior knowledge of business or economics is necessary.

503 Oral Proficiency (3) Advanced oral discussion of prepared topics in Francophone culture to aid graduate students in achieving or maintaining ACTFL Advanced Low capabilities in open dialogical exchange.

505 Writing Proficiency (3) Writing proficiency course emphasizing expression on a variety of topics to aid students in achieving the performance level of Advanced Low as outlined by ACTFL.

510 French Theater (3) Principal French dramatists analyzed against the social, political, literary, and critical backgrounds of their age.

511 Modernism in French Literature (3) Close consideration of some prime innovative texts of fiction, poetry, film, and polemic as manifestations of the spirit and aesthetic of modernism.

512 French Narrative (3) A study of prose texts, their ethos, and their narrative techniques, from the epics and contes of the Middle Ages to the experimental works of the late 20th century.

513 French Poetics (3) An intensive survey of French poetry, its theory and practice, using models drawn from the whole tradition, from Villon to Bonnefoy.

514 Contemporary France (3) A study of France since 1945, with emphasis on current events and

social changes.

515 French Civilization (3) A study of France since 1789, with emphasis on social, political, economic, and educational institutions.

516 Writing Literary Criticism: Theory and Practice (3) Study of various fields of literary theory, including structuralism, semiotics, Marxism, narratology, psychoanalytic criticism, and deconstruction. Techniques of textual interpretation.

◆ **520-521-522 Topics in French Literature and Language (3)** Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers, francophone writers, the study of literary periods or movements, and structural and applied linguistics.

523 Translation Techniques (3) A theoretical and practical study of modes of lexical and syntactic transposition, from L1 to neutral zone to L2. Extensive practical exercise in diverse types of translation.

540 Writing French Children's Stories (3) This course is a writing workshop for advanced French students consisting of authoring five children's stories in French and studying narrative structure and techniques of developing description, dialogue, character, and plot. Group participation through critical feedback in D2L.

550 French Film Studies (3) Viewing and reviewing 75 years of French cinema, to develop critical analytical skills regarding 20th and 21st century French culture.

GERMAN

Symbol: GER

500 20th Century German Culture (3) This course offers a cultural history of 20th-century Germany including artistic, philosophical, cinematic, and literary contributions to Western culture. Emphasis will be given to representative literary works of each era and to themes such as the contribution of women, Jews, and minorities to German culture, and questions of political vs. cultural identity.

501 Post-Wall German Literature and Film (3) This course will offer students a cultural history of post-war Germany primarily through the lens of post-wall German literature and film. The class will consist of lectures, screenings of excerpts from German films, and discussions of literary texts, articles, assigned films, and current events in Germany and Europe.

505 20th-Century German Culture through Cinematic Texts (3) An analysis of German culture through 20th century German films.

508 German Society Dramatic Texts: Wilhelmine Era to the Present (3) Analysis of the political and social concerns of German society through the lens of dramatic texts.

SPANISH

Symbol: SPA

510 Spanish Phonetics and Applied Linguistics (3) A study of Spanish morphology, phonology, and syntax (sound, word, sentence formation). The structure of the language will be studied from a theoretical and practical perspective.

512 Advanced Spanish Grammar and Stylistics (3) An informal, rapid review of Spanish grammar, with emphasis on problems fundamental to the American classroom. Exercises include idiomatic expression, various levels of style, and translation.

514 The Hispanic World (3) Major philosophical and artistic contributions of the Hispanic world to Western civilization. The social and economic institutions of the Hispanic world.

520 Medieval and Renaissance Literature (3) Analysis of major Spanish texts and authors from

1100-1500, including Mío Cid, la Celestina, Alfonso X, Manrique, Don Juan Manuel, Berceo, Encina, and Juan Ruiz.

530 Spanish "Comedia" of the Golden Age (3)

Survey of the *comedia* before Lope de Vega; the contributions of Lope de Vega; Tirso de Molina and Ruiz de Alarcón; the Baroque theatre of Calderón de la Barca.

532 Spanish Literature of the Golden Age (3) Novel and poetry. Spanish literature of the 16th and 17th centuries: mysticism, poetry, novel.

533 Cervantes (3) Life and works of Miguel Cervantes Saavedra: *Novelas ejemplares*, *Ocho comedias y otro entremeses*, *La Numancia*, *La Galatea*, all of which lead to the study of the meaning, philosophy, and influence of *Don Quixote*.

535 19th-Century Spanish Literature (3) An analysis of the major movements of the century, including Romanticism, "Costumbrismo," Realism, and Naturalism.

536 The Generation of 1898 (3) The revitalizing forces which took hold in the late 19th century, and a study of the works of Unamuno, Azorín, Menéndez Pidal, Pío Baroja, Valle Inclán, Benavente, Martínez Sierra, and Rubén Darío.

537 20th-Century Spanish Literature (3) Introduction to representative works of 20th-century Spanish literature. Authors studied include Arrabal, Cela, Delibes, Lorca, Goytisolo, Matute, Sender, and others.

541 Colonial Latin American Literature (3) A study of colonial Latin American literature within the context of conquest and colonization, with emphasis on religious, historical, and literary aspects of the New World as seen through primary authors and readings.

542 Modern Latin American Literature (3)

Spanish-American literature, thought, and culture as revealed in outstanding works representative of major authors and movements from the Independence to 1950 (including Romanticism, Modernism, Regionalism, and avant garde).

543 Contemporary Latin American Literature (3)

A study of major authors and literary movements in contemporary Latin America, including magical realism, theatre of the absurd, and poetic movements.

544 Latin American Theatre (3) A study of theatre as a reflection of social realities and of dramatic movements and techniques in Latin America. The cultural history of the Latin American stage also will be examined.

545 The Latin American Novel (3) The development of the novel in Latin America. The colonial period, the period of independence, the romantic period; realism, modernism, criollismo, and naturalism.

547 Hispanic Women Writers (3) An examination of representative women authors and their prose, poetry, and theatre from the 17th century to the present in Spain and Spanish America.

549 Masterpieces and Movements in Spanish Literature (3) A seminar on the development of Spanish thought and artistic expression through selected masterpieces of literature and art.

◆ **556 Seminar I (3)**

◆ **557 Seminar II (3)**

560 Nobel Laureates in Hispanic Letters (3) A course devoted to study those Spanish-language writers from Spain and Spanish America who won the Nobel Prize in Literature during the 20th and 21st century for their literary achievements; to analyze their works and the sociopolitical context of their writings; and to examine the politics of literary awards and the significance of their recognition.

◆ This course may be taken again for credit.

Linguistics

107 Main Hall
West Chester University
West Chester, PA 19383
610-436-3584
Dr. Sanz-Sánchez *Coordinator*

PROFESSORS

Cheryl Gunter, Ph.D. (*Communication Sciences and Disorders*)
Elaine B. Jenks, Ph.D. (*Communication Studies*)
Garrett G. Molholt, Ph.D. (*English*)
Frederick R. Patton, Ph.D. (*Languages and Cultures*)
Paul Stoller, Ph.D. (*Anthropology and Sociology*)
Michael S. Weiss, Ph.D. (*Communication Sciences and Disorders*)
Andrea Varricchio, Ph.D. (*Languages and Cultures*)

ASSOCIATE PROFESSORS

Charles E. Grove, Ph.D. (*Languages and Cultures*)

Mareile A. Koenig, Ph.D. (*Communication Sciences and Disorders*)
Sara Lamb Kistler, Ph.D. (*Early and Middle Grades Education*)

ASSISTANT PROFESSORS

Mahmoud Amer, Ph.D. (*Languages and Cultures*)
Maria José Cabrera, Ph.D. (*Languages and Cultures*)
Sojung Kim, Ph.D. (*Communication Sciences and Disorders*)
Israel Sanz-Sánchez, Ph.D. (*Languages and Cultures*)
Patricia Swasey Washington, Ph.D. (*Communication Sciences and Disorders*)

Although West Chester presently offers no graduate degree in linguistics, students interested in developing a concentration in this area may elect courses from the following list or from additional related courses offered by the departments of Communication Sciences and Disorders, Communication Studies, English, Languages and Cultures, and Philosophy. For additional information, consult the coordinator.

COURSE DESCRIPTIONS

LINGUISTICS

Symbol: LIN

501 Introduction to Linguistics (3) Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics.

503 Phonology and Morphology (3) Phonetics, phonemics, morphophonemics, and the morphological composition of words.

504 Syntax (3) A comparative study of the various

modern approaches to the study of grammar. PREREQ: ENG 575 or LIN 501.

505 Transformational Grammar (3) Basic concepts of transformational theory and their application in teaching. PREREQ: ENG 575 or LIN 501.

512 Descriptive Linguistics (3) Analysis of the phonemic, morphological, and syntactic features of typologically divergent languages. Procedures for eliciting linguistically relevant data about a language from a native speaker. PREREQ: LIN 503.

540 Sociolinguistics (3) The study of language in its social context: the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education. PREREQ: LIN 501 or permission of instructor.

580 Language and Culture (3) Language as an aspect of culture; linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 501 or permission of instructor.

590 Independent Study (1-3)

Literacy

108 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2877
Dr. Mayor, *Chairperson*
Dr. Flanigan, *Graduate Coordinator*

PROFESSORS

Dena Beeghly, Ed.D., *University of Georgia*
Scott C. Greenwood, Ed.D., *Lehigh University*

ASSOCIATE PROFESSORS

Susan Caroff, Ph.D., *Purdue University*
Kevin W. Flanigan, Ph.D., *University of Virginia*
Sunita Nayar Mayor, Ed.D., *University of Cincinnati*

ASSISTANT PROFESSORS

Diane Santori, Ed.D., *University of Pennsylvania*
Heather Ruetschlin Schugar, Ph.D., *University of Maryland*
Tina Selvaggi, Ed.D., *Widener University*
Carol A. Smith, Ed.D., *Widener University*

Programs of Study

The Department of Literacy offers the master of education degree with a major in reading and reading specialist certification. Students who complete either program are recommended for Pennsylvania certification as a reading specialist. These programs prepare candidates to serve in reading specialist positions and as classroom teachers of reading in elementary or secondary schools.

In 1997, the Pennsylvania State Board of Education implemented

revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania reading specialist certificates to pass competency tests.

As changes are made in requirements for reading specialist certification, it is the student's responsibility to satisfy the new requirements.

Admission Requirements

1. Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet an undergraduate grade point average (GPA) entry requirement of 3.0 on a scale of 4.0 calculated on the last 48 credits earned. The total cumulative undergraduate GPA must be at least 3.0. Students who cannot meet this requirement must take either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). A satisfactory score as determined by the department on the GRE or MAT will demonstrate a student's academic competence in lieu of the required GPA.
2. Applicants must possess initial teaching certification.
3. Applicants must submit three letters of professional recommendation.

Formal Admission to Reading Specialist Certification Program (for Reading Specialist Certification Candidates)

1. Students must meet the above program entry requirements.
2. Students must file a form in the Certification Office listing required courses for certification.

Precandidacy Requirements (for M.Ed. Candidates Only)

1. Students must apply for candidacy after the completion of 15 credits.

- Courses required within the precandidacy period include EDR 505, 507, 509, 512, and one additional course from the prescribed program.
- Students must maintain an overall GPA of 3.0 during the precandidacy period.

Degree Requirements

In addition to meeting degree requirements of the University, the candidate must

- Successfully complete 30 credits in literacy and six additional credits in professional education. Workshops will not be accepted to satisfy this requirement.
- Achieve an overall GPA of at least 3.0.
- Perform satisfactorily on the comprehensive examination in reading. Students are responsible for meeting all requirements within the specified time.

The Comprehensive Examination

Students are eligible for the comprehensive examination after they have completed all reading courses and have maintained a cumulative GPA of 3.0 or higher. The examination is given the first Saturday in February, the last Saturday in June, and the first Saturday in October. Application for the examination must be made in writing to the graduate coordinator by December 1 for the February examination, April 1 for the June examination, and July 1 for the October examination. Candidates who fail the comprehensive examination are permitted one re-examination within a two-year period. Candidates who fail the re-examination are dropped from the degree program.

MASTER OF EDUCATION IN READING

Curriculum

36 semester hours

I. Professional education requirements

6 semester hours

Two courses, chosen under advisement, from the following:
EDA 511, 541; EDE 551; EDF 501, 510, 589; EDP 550, 569;
EDT 500; EDR 545, 604; LAN/ENG 569

COURSE DESCRIPTIONS

LITERACY

Symbol: EDR

503 Language Arts Pre-K-4 (3) An exploration of theory and practice for developing a supportive language-arts environment, with a focus on facilitating the development of language competencies—writing, listening, speaking, viewing, and visually representing—in children. PREREQ: EGP 501.

505 Orthographic Knowledge, Language, and Literacy Development (3) The purpose of this course is to acquaint students with the development of orthographic knowledge from its earliest awareness to its full fruition and its relation to language and literacy acquisition and instruction. Students will learn how to assess children's orthographic knowledge and use this knowledge to plan instruction. Each student will assess and tutor a child over the course of a semester.

507 Comprehension and Vocabulary: Development and Instruction (3) This course introduces students to the theoretical bases of comprehension and vocabulary development. Best practices in teaching, supporting, and assessing comprehension and vocabulary will be an integral part of the course.

509 Writing Development and Instruction (3) Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings. This course is crosslisted as EDE 509.

510 Foundations of Reading Instruction: K-12 (3) Psychology and pedagogy of reading instruction. The nature of the reading process, the nature of the

learner, skill development, instructional strategies.

512 Literacy Practicum and Seminar I (3) The focus is on practical techniques for recording and representing literacy learning, and understanding the effects different instructional techniques have on student learning. Major attention is given to understanding a child's language and literacy development, and planning and carrying out appropriate instruction for that child. Students will use a variety of formal and informal assessments to design an individual instructional program. An extra hour of tutoring beyond classroom time is required. PREREQ: EDR 505, 507, 509, 516.

513 Reading in Pre-K-4 Classrooms (3) An introduction to the teaching profession within the context of the contemporary Pre-K-4 classroom. Thirty hours of supervised fieldwork are required. PREREQ or COREQ: EGP 501. PREREQ: Field clearances.

514 Reading in the Content Areas (3) Reading skills, reading problems, teaching techniques, and reading activities in content subjects at the elementary and secondary levels.

515 Teaching Reading with Children's and Adolescents' Literature (3) Based on the philosophy that literature should be an integral element of reading programs. The emphasis is on fostering wide reading and response to literature in K-12 reading programs. Students will learn instructional strategies and develop materials and a selected bibliography. PREREQ: EDR 505, 507, 509.

516 Problems in Literacy Development (3) The

II. Reading education requirements 30 semester hours
EDR 505, 507, 509, 512, 514, 515, 516, 519, 532, and 541

Reading Specialist Certification 30 semester hours

Requirements for the certification program:

- The student must possess an Instructional I Certificate.
- Courses required within the first 15 credits are EDR 505, 507, 509, 512.
- The student must maintain an overall GPA of 3.0.
- In order to obtain the certificate, the student must successfully complete the reading education courses listed as part of the M.Ed. in reading program. The student is not required to take the two courses in professional education but must meet any additional state requirements.
- The student must perform successfully on the comprehensive examination.
- Students must pass the competency test (Praxis) required by the Pennsylvania Department of Education.

Literacy Certificate 18 semester hours

The literacy certificate is an 18-credit graduate certificate (not a teaching certification). Admission requirements are the same as for an M.Ed. in reading. Courses required are EDR 505, 507, 509, 512, 514, and 515. Credits earned for the literacy certificate may be applied to an M.Ed. in reading and/or reading specialist certification.

Literacy Coaching Certificate 12 semester hours

Admission requirements include an undergraduate GPA of 3.0 or above, two letters of recommendation, Instructional II Certificate, reading specialist certification, and a minimum of three years' successful teaching experience.

Required courses are EDE 605 and EDR 602, 604, and 606.

purpose of this course is to acquaint the student with the theoretical bases and the nature of differences in literacy development. The developmental nature of literacy growth and the importance of instruction within students' zone of proximal development will be explored. Students will investigate how literacy differences are influenced by social, emotional, psychological, physical, and educational factors. Best practices in teaching, supporting, and assessing students with literacy differences will be an integral part of the course. An extra hour of tutoring beyond classroom time is required.

517 Current Practices in Teaching Developmental and Corrective Reading (3) Developmental and corrective reading instruction. Attention is given to diagnostic procedures and resulting appropriate instruction. PREREQ: EDR 510, 516.

518 Language Arts for Grades 4-8 (3) A study of theory, trends, curriculum, and pedagogy for integrating languages arts across the curriculum in grades 4 through 8, with emphasis on connections among listening, speaking, writing, and reading. PREREQ: EDP 501.

519 Issues of Diversity in Teaching Reading (3) Historical, cultural, and educational contexts of literacy, language, and learning as they relate to reading instruction. PREREQ: EDR 515.

523 Reading as a Language Process (3) Basic concepts from areas of phonology, morphology, syntax, semantics, sociolinguistics, dialectology, and psychology will be related to the teaching of reading in grades K-12.

526 Emerging Literacy and Beginning Reading:

528 Reading in Grades 4–8 (3) An exploration of current research and practice to prepare candidates to utilize a balanced approach to teach reading to children and young adolescents in grades 4 through 8. PREREQ: EDP 501.

532 Literacy Practicum and Seminar II (3) A laboratory course in assessment and instruction of independent readers/writers. PREREQ: EDR 516, 519.

535 Language, Learning, and Literacy (3) The developmental nature of language and the critical links between language, learning, and literacy. Major theories of language and literacy and links to practice. Individual variation, class, gender, dialect, and ethnicity related to language and literacy.

538 Literacy Field Experience Grades 4–8 (3) A field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a weekly, grade 4–8 reading practicum.

540 Seminar in Reading (3) Critical examination of

trends, opinions, and current research in the teaching of reading. PREREQ: EDR 516 or permission of instructor.

541 Organization and Supervision of Literacy Programs: K–12 (3) Development, organization, and supervision of literacy programs K–12. Emphasis is on the use of the total school community in meeting individual needs. PREREQ: EDR 516, 519.

542 Seminar in Reading Research (3) Practical application of the reading specialist role in organizing and operating a school literacy program in a K–12 environment. PREREQ: EDR 532 or permission of instructor.

545 Literacy Development for Students with Disabilities in Inclusive Classrooms (3) This course is designed to help students understand literacy acquisition and development for students with disabilities. The course will focus on the challenges that reading and writing pose for students with disabilities, and resulting appropriate assessment and instructional techniques. Response to Intervention Tier 1 and Tier 2 instruction will be addressed. Content area literacy for students with disabilities will be included.

549 Theory and Trends in the Language Arts (3) Analysis and evaluation of language arts programs, including reading in the modern elementary school. PREREQ: EDE 548. This course is crosslisted as EDE 549.

590 Independent Study (1–6) Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.

591–598 Workshop in Literacy Education (1–6) Literacy education workshops will focus on different aspects of literacy instruction. Specific topics will be announced in advance.

602 Literacy Coaching and Professional Development (3) Students will examine the roles of literacy coaches, approaches to coaching, and their underlying conceptual frameworks. Topics will include conducting coaching cycles, collaborating and providing support to teachers, analyzing and designing literacy programs, designing and implementing needs-based professional development.

604 Literacy Program Evaluation and Data Analysis (3) This course is designed to help candidates understand how to collect, analyze, interpret, and communicate results for reading assessments administered at the school, state, national, and international levels.

606 Practicum and Seminar in Literacy Coaching (3) Participants will learn how to conduct model lessons, collect data on teachers' professional development and students' instructional needs, and apply the coaching cycle to promote continuous improvement of literacy instruction in a supervised practicum setting.

Management—See Business Marketing—See Business

Mathematics

25 University Avenue, Room 101

West Chester University

West Chester, PA 19383

610-436-2440

Dr. Jackson, *Chairperson*

Dr. Johnston, *Assistant Chairperson*

Dr. Gallitano, *Graduate Coordinator*

610-436-2452

PROFESSORS

Gail M. Gallitano, Ed.D., *Columbia University*

Robert Gallop, Ph.D., *Drexel University*

Peter L. Glidden, Ph.D., *Columbia University*

Viorel Nitica, Ph.D., *Pennsylvania State University*

Randall H. Rieger, Ph.D., *University of North Carolina*

Waclaw Szymanski, D.Sc., *Polish Academy of Sciences*

Lin Tan, Ph.D., *University of California, Los Angeles*

Paul Wolfson, Ph.D., *University of Chicago*

ASSOCIATE PROFESSORS

Shiv K. Gupta, Ph.D., *Case Western Reserve University*

Kathleen Jackson, Ed.D., *Temple University*

Clifford Johnston, Ph.D., *Temple University*

Lisa Marano, Ph.D., *Lehigh University*

Scott McClintock, Ph.D., *University of Kentucky*

James McLaughlin, Ph.D., *University of Illinois*

Joseph Moser, M.S., *Purdue University*

Scott Parsell, Ph.D., *University of Michigan*

ASSISTANT PROFESSORS

Brian Bowen, Ph.D., *University of Delaware*

Andrew Crossett, Ph.D., *Carnegie Mellon University*

Michael Fisher, Ph.D., *Lehigh University*

Whitney George, Ph.D., *University of Georgia*

Daniel Robert Ilaria, Ph.D., *Rutgers University*

Allison Kolpas, Ph.D., *University of California, Santa Barbara*

Rosemary Sullivan, Ph.D., *Lehigh University*

Peter Zimmer, Ph.D., *University of Kansas*

Programs of Study

The Department of Mathematics offers the master of arts degree with options in mathematics and mathematics education, the master of science degree in applied statistics, and a certificate in applied statistics.

MASTER OF ARTS IN MATHEMATICS

The mathematics option is for students interested in furthering their mathematical background. It provides the foundation for continued work in mathematics leading to the Ph.D. in mathematics.

The mathematics education option is directed to teachers of mathematics who wish to strengthen their background in mathematics and mathematics education; in addition, it provides the foundation for doctoral programs in mathematics education.

Admission to the M.A. Program

Mathematics Education Option

In addition to meeting the basic admission requirement of the University, applicants must have a bachelor's degree with a mathematics major or related field. Applicants must schedule an interview with the graduate coordinator prior to enrollment. Deficiencies, as determined by the graduate coordinator, may be removed by successfully completing appropriate course(s). Applicants must submit scores for the general section of the Graduate Record Examination (GRE).

Mathematics Option

In addition to meeting the basic admission requirements of the Uni-

versity, applicants must have a bachelor's degree in mathematics or a related field. Applicants must schedule an interview with the graduate coordinator prior to enrollment. A full treatment of calculus along with an advanced undergraduate course in modern algebra, linear algebra, differential equations, and geometry is recommended. Deficiencies in these areas may be removed by successfully completing appropriate courses. Applicants must submit scores for the general section of the GRE.

Requirements for the M.A. Degree

In addition to completing the course requirements shown below, candidates must either pass a comprehensive examination or submit a thesis.

Mathematics Education Option

I. One three-credit course in each MTE 507, 508, 512, 604	33 semester hours 12 semester hours
II. One three-credit course in each MAT 515, 521, 532, 545, and STA 505	15 semester hours
III. Two three-credit electives One to be a continuation of real analysis, algebra, or geometry. One to be chosen from: MAT 503, 514, 516, 533, 546, 570, 575, or STA 506 (elective courses to be scheduled in advance on a rotating basis)	6 semester hours

Mathematics Option

I. One three-credit course in each MAT 515, 516, 545, 546, 575, and an approved course in statistics or applied mathematics	33 semester hours 18 semester hours
II. MAT or STA electives Chosen from MAT or STA course offerings (except MAT 503 and MAT 541) After 27 credits have been completed, the student selects either two more courses or the thesis option (MAT 609 and 610).	15 semester hours

Secondary Mathematics Certification Option

Some students pursue certification for Pennsylvania teaching after they graduate with bachelor's degrees from West Chester or other universities. The Department of Mathematics normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the appropriate adviser in the Department of Mathematics to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with their adviser to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an adviser in the Department of Professional and Secondary Education for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

Applied Statistics

Dr. Rieger, *Program Director*

COURSE DESCRIPTIONS

MATHEMATICS

Symbol: MAT

503 History of Mathematics (3) Development of mathematics from prehistoric time to present. Emphasis on changes in the mainstreams of mathematical thought through the ages.

513 Linear Algebra (3) Vectors, vector spaces, determinants, linear transformations, matrices, and bilinear and quadratic forms.

514 Theory of Numbers (3) Elementary number theory and selected topics in analytic number theory.

515 Algebra I (3) Elements of abstract algebra,

groups, commutative ring theory, modules, and associative algebras over commutative rings.

516 Algebra II (3) A continuation of MAT 515. Vector spaces, representation theory, and Galois theory. PREREQ: MAT 515.

521 Discrete Mathematics and Graph Theory (3) Techniques of problem solving, including the use of binomial coefficients, generating functions, recurrence relations, the principle of inclusion exclusion, and Polya's Theorem.

532 Geometry I (3) This course is a rigorous introduction to geometry from a transformational point of view, emphasizing Euclidean, hyperbolic, and/or projective geometry. Other topics such as Spherical

geometry, symplectic geometry, or Affine geometry may be included if time permits.

533 Geometry II (3) A study of geometry using calculus as our main tool. The course covers the basics of differential geometry – parametrizations, tangent spaces, curvature, geodesics – leading to Stokes theorem and the Gauss-Bonnett theorem. Several examples will be studied in depth, including the sphere and the projective plane (which were introduced in the first course).

535 Topology (3) A rigorous treatment of filters, nets, separation axioms, compactness, connectedness, and uniform spaces.

541 Advanced Calculus (3) For students with

vital to a wide variety of disciplines, applied statisticians have found employment in pharmaceutical research and development, government public policy, economic forecasting and analysis, psychometrics, public health research, and many other areas. The mission of the program in applied statistics is to train students to possess the skills necessary for immediate employment and/or provide a course of study that would make further (doctoral) study in statistics, biostatistics, biomathematics, or other related fields feasible. The program provides strong training in statistical analysis and programming, design of scientific studies, and the ability to communicate statistical concepts.

Admission to the M.S. Program

In addition to meeting the basic admission requirements of the University, applicants must have knowledge of calculus and linear algebra. Deficiencies, as determined by the program director, may be removed by successfully completing appropriate course(s). Borderline candidates for admission may be required to present GRE scores at the discretion of the program director.

Admission to the Certificate Option

In addition to meeting the basic admission requirements of the University, applicants must have at least one undergraduate level (or higher) course in statistics. Deficiencies, as determined by the program director, may be removed by successfully completing an appropriate course.

MASTER OF SCIENCE IN APPLIED STATISTICS

After admission to the program, students will be allowed to select the thesis or nonthesis track for the M.S. in applied statistics. The thesis option replaces one of the elective classes and STA 531 with a six-credit thesis, to be initiated after the completion of STA 505 and STA 506.

Curriculum

32 semester hours

Nonthesis Option

32 semester hours

I. Required

STA 505, 506, 507, 511, 512, 513, 514, and 531

26 semester hours

II. Electives

6 semester hours

Two, three-credit electives from a selected area of concentration or STA 601 and one additional three-credit elective from a selected area of concentration

Thesis Option

32 semester hours

I. Required

29 semester hours

STA 505, 506, 507, 511, 512, 513, 514, 609, and 610

II. Electives

3 semester hours

One three-credit elective from a selected area of concentration or STA 601

Certificate in Applied Statistics

Curriculum

19 semester hours

I. Required

13 semester hours

STA 507, 511, 512, 514

II. Electives

6 semester hours

Two courses from a selected area of concentration

background deficiencies in analysis. Ordinary and uniform limits; sequences of functions; and the Riemann integral.

545 Real Analysis I (3) A rigorous study of real-valued functions of real variables. PREREQ: MAT 541 or equivalent.

546 Real Analysis II (3) Continuation of MAT 545. PREREQ: MAT 545.

570 Mathematical Models in the Life, Physical, and Social Sciences (3) Techniques and rationales of model building. Applications to the life, physical, and social sciences.

575 Complex Analysis I (3) A rigorous study of complex-valued functions of complex variables.

593 Topics in the History of Mathematics (3) Specialized topics in the history of mathematics announced at the time of offering. PREREQ: Permission of instructor.

595 Topics in Mathematics (3) Topics announced at time of offering. Offered as needed. PREREQ: Permission of instructor.

609 Thesis I (3) Conduct literature search, develop thesis proposal, and begin research under the guidance of a mathematics faculty member. Offered as needed.

610 Thesis II (3) Carry out research proposal developed in MAT 609 and present results to committee. Develop a graduate-level thesis under the guidance of the Department of Mathematics. Offered as needed.

MATHEMATICS EDUCATION

Symbol: MTE

501 Fundamental Concepts of Mathematics I (3)

Selected topics that reflect the spirit and the content of the modern elementary school mathematics programs. Logic, sets, functions, number systems, integers, number theory, rational numbers, and problem solving, including estimations and approximations, proportional thinking, and percentages.

502 Fundamental Concepts of Mathematics II (3)

A continuation of MTE 501. The real number system, probability, statistics, geometry, measurement, and problem solving. PREREQ: MTE 501.

507 Foundations of Secondary Mathematics

Education (3) Research methods in mathematics education; forces which have shaped mathematics education; classroom implications of 20th-century learning theorists; assessment in the classroom; methods of organizing for instruction; cultural and gender considerations.

508 Junior High School Mathematics – Curriculum, Instruction, and Assessment (3) This course will focus on the curricula, methods of instruction, and assessment techniques used to teach mathematics in a junior high school setting. Course topics will include elementary school mathematics from the perspective of a secondary school teacher, junior high school mathematics, algebra I, and general/consumer mathematics. Teachers also will explore strategies that can be used to integrate the calculator and computer into the mathematics classroom. PREREQ: MTE 507 for students in the M.A. program.

510 Algebra for the Elementary Teacher (3) An introduction to modern algebra. A comparative study of mathematics systems. PREREQ: MTE 501 or equivalent.

512 Senior High School Mathematics - Curriculum, Instruction, and Assessment (3) This course will focus on the curricula, methods of instruction, and assessment techniques used to teach mathematics in a senior high school setting. Course topics will include geometries, algebra II, trigonometry, precalculus, and discrete mathematics. Teachers also will explore strategies that can be used to integrate

the scientific and graphing calculator and computer into the mathematics classroom. PREREQ: MTE 507 for students in the M.A. program.

530 Geometry for the Elementary Teacher (3)

Basic concepts in geometry. Euclidean geometry and postulative systems. PREREQ: MTE 501 or equivalent.

551 Teaching Mathematics to Diverse Populations (3)

Examination of current programs in mathematics for students with special needs; discussion of the pertinent research literature; and development of materials and techniques for these students.

553 Teaching Children Mathematics I (3) In-depth treatment of strategies, methods, and materials for teaching the following concepts in an elementary classroom: place value; addition, subtraction, multiplication, and division of whole numbers; measurement; elementary number theory; geometry; fractions; and integers. PREREQ: Chapter 354 requires two mathematics courses.

555 Teaching Children Mathematics II (3) A continuation of MTE 553 that covers the strategies and methods for teaching such topics as real numbers, deeper concepts of geometry in the plane and space, percents, proportional thinking, and algebra. PREREQ: MTE 553; field clearances.

560 Teaching Algebra in the Secondary School (3) Methods and materials for teaching the concepts of first- and second-year algebra. Emphasis on relevant applications to real-life situations. Objectives and criterion-referenced test items are developed for prealgebra as well as for the two algebra courses. Current textbooks achievement tests and audio-visual materials on algebraic topics are reviewed.

561 Calculus for Teachers (3) Analytic geometry of both the straight line and conics, and elements of the calculus of functions of a single real variable are reviewed. Topics include limits, continuity, the derivative and integral and their applications, curve sketching, and polar coordinates. Emphasis on methods of teaching these topics to secondary school students.

595 Topics in Mathematics Education (1-3) Topics announced at time of offering. PREREQ: Permission of instructor. Offered as needed.

599 Independent Study (1-3)

604 Research Seminar (3) This course will focus on the study of research in mathematics education. Contemporary topics of research will be discussed and perused. Students will be expected to report on a topic of research of their choosing. In addition, empirical study and design will be discussed along with data analysis and the reporting of results.

610 Thesis (3-6)

APPLIED STATISTICS

Symbol: STA

505 Mathematical Statistics I (3) A rigorous mathematical treatment of the underlying theory of probability and statistical inference. Probability spaces, discrete and continuous distribution theory, functions of random variables, Central Limit Theorem, and other topics.

506 Mathematical Statistics II (3) Continuation of STA 505. Point estimation, hypothesis tests, confidence intervals, asymptotic properties of estimators, and other topics. PREREQ: STA 505 or consent of instructor.

507 Introduction to Categorical Analysis (3)

Data-driven introduction to statistical techniques for analysis of categorical data arising from a variety of studies. Contingency tables, logistic regression survival models, nonparametric methods, and other topics. PREREQ: STA 511 and 512 or permission of instructor.

510 Statistical Methods for Research (3) This course provides the tools and methods for designing a research project, conducting the research, managing and manipulating a dataset, and analyzing data. This course is for students not enrolled in the applied statistics graduate degree program. It requires no prior course in statistics or computer science. Topics include research design, basic statistics, introductory statistical programming using SAS and Excel, statistical analysis (including t-tests, linear regression, ANOVA, and chi-squared tests), and writing a final report, including graphics, summarizing the results.

511 Introduction to Statistical Computing (3)

Course will give students the ability to effectively manage and manipulate data, conduct statistical analysis, and generate reports and graphics, primarily using the SAS statistical software package.

512 Principles of Experimental Analysis (4)

Course provides technology-driven introduction to regression and other common statistical multivariable modeling techniques. Emphasis on interdisciplinary applications. PREREQ: STA 511 or permission of instructor.

513 Intermediate Linear Models (4) Rigorous

mathematical and computational treatment of linear models. PREREQ: STA 505, 506, 511, and 512 or permission of instructor.

514 Modern Experimental Design (3) Focusing on recent journal articles, this course will investigate issues associated with design of various studies and experiments. Pharmaceutical clinical trials, case-control studies, cohort studies, survey design, bias, causality, and other topics. PREREQ: STA 511 and 512 or permission of instructor.

521 Statistics I (3) For nonmathematics majors.

Emphasis on applications to education, psychology, and the sciences. Distributions, measures of central tendency and variability, correlation, regression and hypothesis testing, and other topics.

531 Topics in Applied Statistics (3) Topics of current interest in research and industry announced at time of offering.

532 Survival Analysis (3) This course provides students with the knowledge and tools to conduct a complete statistical analysis of time-to-event data. Students will get experience using common methods for survival analysis, including Kaplan-Meier Methods, Life Table Analysis, parametric regression methods, and Cox Proportional Hazard Regression. Additional topics include discrete time data, competing risks, and sensitivity analysis.

533 Longitudinal Data Analysis (3) Introduction to the application and theory for clustered and longitudinal data models. Course addresses the analysis for both continuous and categorical response data. Course will be held in the statistics lab and use the statistical software package SAS. Other software such as R, HLM, SPSS, MIXORMIX-REG may be introduced. PREREQ: STA 507, 511, 512, and 513 or permission of director.

534 Time Series (3) Time series analysis deals with the statistical study of random events ordered through time. This class focuses on the characteristics inherent in processes such as repetitive cycles and deteriorating dependence. Topics include seasonal decomposition, exponential smoothing, and ARIMA models. Emphasis will be placed on real-life data analysis and statistical communication. Data analysis will be done with a variety of programs such as SAS, R, and Excel. PREREQ: STA 511 and 512.

599 Independent Study (1-3) Individual exploration of nine topics in statistics.

601 Internship in Applied Statistics (3-6) In cooperation with a regional industrial company student

will perform an internship in applied statistics.
609 Thesis I (3-6) Preliminary research under the guidance of a mathematics faculty member. Students must present oral preliminary findings before proceeding to STA 610.
610 Thesis II (3-6) Research project under the guidance of the mathematics faculty.

SERVICE COURSES IN MATH	560 Teaching Algebra in the Secondary School
MATHEMATICS EDUCATION (MTE)	561 Calculus for Teachers
501 Fundamental Concepts of Mathematics I	562 Computer Applications for Elementary School Mathematics
502 Fundamental Concepts of Mathematics II	
510 Algebra for the Elementary Teacher	STATISTICS (STA)
553 Teaching Elementary School Mathematics I	521 Statistics I

Music

Swope Music Building and the Performing Arts Center

West Chester University

West Chester, PA 19383

610-436-2222 or 436-2739

Dr. Blair, *Dean*

Dr. Burton, *Graduate Coordinator*

Note: Effective July 1, 2004, the School of Music became part of the College of Visual and Performing Arts (CVPA). The School of Music has three departments: Applied Music (combining the areas of instrumental, keyboard, and vocal/choral music); Music Education; and Music Theory, History, and Composition.

Mission

The mission of the School of Music at West Chester University is to create a learning environment that provides the highest order of education in all major aspects of music, to establish a foundation for life-long growth in music, and to offer programs and degrees that are tradition based but future oriented. In pursuing this mission, we reaffirm our commitment to diversity within the School of Music. Our faculty members strive to be inspiring teachers as well as musical and intellectual leaders. Further, we endeavor to expand the music opportunities available to all University students and to enhance the quality of our community's musical life.

Programs of Study

The School of Music offers programs leading to the master of music degree in music education, performance, music history or music theory/composition, and piano pedagogy. Course selections to meet degree requirements are made by candidates in consultation with their advisers and with consideration of the candidates' goals, abilities, needs, and interests.

Samuel Barber Institute for Music Educators

The Samuel Barber Institute for Music Educators offers an innovative combination of traditional academic courses and special subjects seminars featuring nationally renowned leaders in 21st century music education. These courses may be applied to NASM-accredited master's degrees in music education, applied music, piano pedagogy, music history and literature, and music theory as well as meeting requirements for teacher certification renewal and professional growth. Master's degrees in the School of Music may be earned through an intensive four-summer program or a combination of regular semester

and summer studies. Contact the coordinator of graduate studies for details on these programs.

Admission Requirements

In addition to meeting the general requirements for admission to a degree program at West Chester University, music applicants are considered on the basis of academic record, interviews, School of Music Graduate Admission Test, portfolio review in composition, and auditions for performance programs.

Prior to enrollment all applicants must (1) Possess appropriate undergraduate degrees and may be required to remedy not more than 12 credits of deficiency (2) Schedule interviews with the graduate coordinator and appropriate department chairperson in the School of Music.

The areas of concentration, directed electives, and free electives are described fully in a student handbook compiled by, and available from, the graduate coordinator of the School of Music, and on the CVPA website.

During the first semester or summer session in which graduate music courses are taken, each graduate student must take the School of Music Graduate Admission Test. This examination will be administered twice each semester and twice during the summer session to allow the greatest degree of accessibility for students and to facilitate student progress through degree curricula.

The examination will assess student competencies in music history/literature and music theory including skills and knowledge of two areas: (1) Music history/literature—styles, forms, and genres of all major periods of music history, representative composers and their works, and philosophical and societal issues relating to music history. This knowledge will be assessed through a combination of written questions and aural listening exam. (2) Music theory—music terminology, part-writing techniques, analysis of harmonic and melodic structures, basic arranging and composition, and aural skills. These skills and knowledge will be assessed through a combination of written and aural questions.

Contact the graduate coordinator for the School of Music for test dates and registration forms for the School of Music Graduate Admission Test.

Each degree candidate is individually responsible for satisfying degree candidacy and graduation requirements stated elsewhere in this catalog and for meeting deadline dates for the May, August, or December graduation, as appropriate.

Applied Music

(Formerly the departments of Instrumental, Keyboard, and Vocal/Choral Music)

Dr. Hanning, *Chairperson*

Dr. Powell, *Assistant Chairperson*

Dr. Bullock, *Assistant Chairperson*

PROFESSORS

Sylvia Moss Ahramjian, M.M., *Indiana University*

Robert M. Bedford, D.Mus., *Catholic University of America*

David DeVenney, D.M.A., *Conservatory of Music, University of Cincinnati*

Henry Grabb, D.M., *Florida State University*

Chris Hanning, D.M.A., *University of Colorado*

ASSOCIATE PROFESSORS

Emily Bullock, D.M.A., *University of Colorado*

Carl Cranmer, D.M.A., *The Juilliard School*

Karen Dannessa, D.M., *Florida State University*

Jean-Christophe Dobrzelowski, D.M.A., *Arizona State University*
 Marc Jacoby, Ph.D., *Northwestern University*
 Kimberly Reighley, D.M.A., *Temple University*
 Gregory Riley, D.M.A., *University of Southern California*
 Andrew Yozviak, D.M.A., *Rutgers University*

ASSISTANT PROFESSORS

Carol Isaacson Briselli, M.M., *Temple University*
 Vincent A. Craig, D.M.A., *Peabody Institute of Johns Hopkins University*
 Anita Greenlee, M.S., *The Juilliard School*
 Theresa Klinefelter, M.M., *Temple University*
 In Young Lee, D.M.A., *Temple University*
 Glenn Lyons, M.Mus., *Peabody Institute of Johns Hopkins University*
 Ovidiu Marinescu, D.M.A., *Temple University*
 Stephen Ng, D.M.A., *Indiana University*
 Patricia Powell, M.M., *University of Southern California*
 Randall Scarlata, M.M., *The Juilliard School*
 Ralph Sorrentino, M.M., *Temple University*

INSTRUCTORS

David Cullen, B.M., *Hartford School of Music*
 John R. Gaarder, M.M., *New England Conservatory of Music*
 Gloria Galante, B.S., *West Chester University*
 Peter Paulsen, M.M., *Temple University*

MASTER OF MUSIC IN PERFORMANCE

(30 semester hours)

The program requires completion of three credits in music history and three credits in music theory, as well as one of the concentrations described below.

Admission Requirements

In addition to the general requirements for admission to degree programs in music, performance applicants must (1) schedule an interview with the graduate coordinator and the department chairperson; (2) submit a repertoire list; and (3) demonstrate performance ability at an advanced level by performing for an audition committee. Vocal performance applicants must audition with a program, including selections drawn from Italian art song, German Lied, French melodie, opera, and oratorio as well as demonstrate diction competency in Italian, German, and French. Students lacking nine undergraduate credits in another language must remove this deficiency before candidacy.

Instrumental concentration: Nine credits in individual lessons at the advanced level (XXX 541-43) and Recital (AIM 697); AES 511 (chamber ensemble); 5-6 concentration credits (selected from AIC 512, and courses with ALC prefix); three credits in music history; three credits in music theory; 6-7 credits of free electives; and completion of a comprehensive exit examination.

Keyboard concentration (piano, harpsichord, or organ): Nine credits in individual lessons at the advanced level (HAR/ORG/ PIA 541-43); six credits in keyboard literature (PIA 623-627) or organ literature (ORG 551-552); three credits of concentration electives from KEN 546, MAK 558, ORG 561-62, PIA 572-73, or PIA 582-83; three or four credits of free electives; two credits of recital (HAR 697, ORG 697, PIA 697); and completion of a comprehensive exit examination.

Voice concentration: Nine credits in individual lessons at the advanced

level (VOI 541-43) and a recital (VOI 697); VOC 524 (three credits); 4-6 credits (selected from VOC 511-16, 526, 529, and 591, and MHL 654), 4-6 credits of free electives; and completion of a comprehensive exit examination.

MASTER OF MUSIC IN PERFORMANCE (Conducting Concentration)

(30 semester hours)

Admission Requirements

In addition to the general requirements for admission to degree programs in music, conducting applicants must (1) submit transcripts showing completion of a bachelor's degree in music; and (2) demonstrate conducting ability at an advanced level by performing for an audition committee and submitting a video recording.

Choral concentration: 16 hours of required courses (AIM 691; CHO 541, 542, 543, 612; VOI 526, 613; three hours of concentration electives selected from VOC 515, 516, 591; MHL 654; three hours of free electives; and Recital [VOI 697])

Instrumental concentration: 14 hours of required courses (AEB 541 or AEO 541/612; AIC 512, 541, 542, 543; AIM 691); three hours of concentration electives selected from ALC 511, 531, 541, 551, MHL 655; three credits of free electives; and Recital (AES 511 or AIM 697).

MASTER OF MUSIC IN PIANO PEDAGOGY

(33 semester hours)

Admission Requirements

In addition to the general requirements for admission to degree programs in music, piano pedagogy applicants must schedule an entrance examination, which will consist of scales, arpeggios, solo repertoire from various stylistic periods, and sight reading. Applicants whose undergraduate degrees are not in music may be accepted into the program if they demonstrate equivalent background in piano.

Curriculum

I. Cognate requirements	6 semester hours
Music history (3)	
Music theory (3)	
II. Concentration requirements	21 semester hours
Lessons: PIA 578, 579, 588, 589	
Pedagogy: PIA 580, 581, 582, 583, 631	
III. Concentration electives	6 semester hours
PIA 623, 624, 625, 626, 267	
IV. Recital component	1 semester hour
PIA 695	
V. Comprehensive exit exam	

Certificate in Piano Pedagogy

Curriculum	15 semester hours
I. Required courses	12 semester hours
PIA 580, 581, 582, 583	
II. Area of concentration	2 semester hours
PIA 511 and 512	
III. Performance	1 semester hour
PIA 631	
IV. Comprehensive exam	

COURSE DESCRIPTIONS

APPLIED MUSIC

INDIVIDUAL LESSONS:

Prefixes: BAR, BAS, BSN, CLT, FLU, FRH, GTR, HRP, MIP, OBO, PER, SAX, TBA, TPT, TRB, VCL, VLA, VLN

501-02 Lessons at the Minor (beginning) Level (1)

511-14 Lessons at the Major Level (1)

541-43 Lessons at the Advanced Level (3)

For performance majors only.

AEB 511 Marching Band (1)

AEB 521 Concert Band (1)

AEB 531 Symphonic Band (1)

AEB 541 Wind Ensemble (1)

AEO 531 Chamber Orchestra (1)

AEO 541 Symphony Orchestra (1)

AES 511 Chamber Recital (2) Program selection, recruitment of players, rehearsal, and performance of music for small instrumental ensembles.

AES 512 Instrumental Ensemble (1)

AIC 512 Advanced Instrumental Conducting (2)

PREREQ: Undergraduate conducting.

AIC 541 Applied Instrumental Conducting (3)
Advanced individual instruction in instrumental conducting, culminating in a full master's recital.
PREREQ: Completion of a bachelor's degree in music and admission by audition.

AIC 542 Applied Instrumental Conducting II (3)
Advanced individual instruction in instrumental conducting, building on accomplishments in AIC 541 and culminating in a full master's recital.
PREREQ: Completion of a bachelor's degree in music and admission by audition.

AIC 543 Applied Instrumental Conducting III (3)
Advanced individual instruction in instrumental conducting, building on accomplishments in AIC 542 and culminating in a full master's recital.
PREREQ: Completion of a bachelor's degree in music and admission by audition.

AIM 511 Marching Band Techniques and Materials (3) A survey of the function of the total marching band and of each component in the band.

AIM 679-80 Special Subjects Seminar - Instrumental (1-3) Instrumental music topics presented by faculty and/or visiting lecturers.

AIM 681-83 Independent Study in Music (1-3)

AIM 696 Recital - Instrument (1) For music education majors in lieu of research report.
PREREQ: Jury exam.

AIM 697 Recital - Instrument (1) For performance majors.
PREREQ: Jury exam.

INSTRUMENTAL LITERATURE

COURSES: A survey of solo, ensemble, and teaching literature through performance and the use of scores and recordings.

ALC 511 Brass Literature (3)

ALC 512 Brass Literature 1 (1)

ALC 513 Brass Literature 2 (1)

ALC 514 Brass Literature 3 (1)

ALC 522 Guitar Literature 1 (1)

ALC 524 Guitar Literature 3 (1)

ALC 532 String Literature 1 (1)

ALC 533 String Literature 2 (1)

ALC 534 String Literature 3 (1)

ALC 542 Woodwind Literature 1 (1)

ALC 543 Woodwind Literature 2 (1)

ALC 544 Woodwind Literature 3 (1)

ALC 551 Instrumental Literature (3)

ALC 552 Percussion Literature 1 (1)

ALC 553 Percussion Literature 2 (1)

ALC 554 Percussion Literature 3 (1)

MASTER CLASSES: Performance techniques and stylistic interpretation of instrumental solo works.
PREREQ: Performance ability at the major level.

AMC 511 Master Class - Brass (1)

AMC 521 Master Class - Percussion (1)

AMC 531 Master Class - Strings (1)

AMC 541 Master Class - Woodwind (1)

MIP 510 Musician Injury Prevention (1) This course investigates injury prevention and treatment for performing musicians.

MWB 536-39 Marching Band Workshop (1-3) A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields of specialization.

KEYBOARD MUSIC

Symbol: HAR, KEN, MAK, MWP, ORG, PIA

501-2 Individual Lessons at the Minor Level in

Piano, Organ, Harpsichord (1) Individual, half-hour lessons once weekly. An elective course for all graduate students.

511-14 Individual Lessons at the Major Level in Piano and Organ (1) Individual half-hour lessons. Continued study in the development of repertoire and performing skills. Students may be given permission to register for two course numbers in the same semester, earning the second credit by doing additional outside work and performing in a recital.
PREREQ: Completion of the performance major requirements at the undergraduate level or admission by audition.

541-43 Individual Lessons at the Advanced Level in Piano, Organ, and Harpsichord (3) Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level.
PREREQ: Completion of the performance major requirements for the bachelor of music degree or admission by audition.

KEN 546 Keyboard Ensemble (2) Performance of duet and two-piano literature.

MAC 558 Master Class (Organ) (1-2)

MAK 558 Master Class (Keyboard) (1-2) Weekly performance sessions for advanced students.

MWP 536-539 Piano Workshop (1-3)

MWS 536-539 Contemporary Applications of Keyboard Synthesizers (3) A hands-on workshop involving programming techniques for synthesizers and the study of MIDI networks. Performance and composition will be emphasized.

ORG 551 Organ Literature I (3) A survey of literature for the organ from the 13th century to the Baroque period. The influence of the organ on the literature. Recordings and performance by organ majors.

ORG 552 Organ Literature II (3) A survey of literature for the organ from J.S. Bach to the present. The influence of the organ on the literature. Recordings and performance by organ majors.

ORG 553 Advanced Organ Pedagogy (3)

ORG 561 Accompanying (Organ) (3) Performance of vocal and instrumental accompanying literature for organ from all periods. Performance and reading sessions.

ORG 562 Service Playing (Organ) (3) A survey of problems in service playing for the organist. Hymn accompaniment, improvisation, conducting from the organ, and literature for the service. Observation of service playing when possible.

PIA 525 Piano Technique (3) An exploration of the many approaches to acquiring and teaching piano technique, the correlation between technique and musical style, how to practice and analyze physiological movements.

PIA 570-71 Individual Lessons at the Advanced Level for Accompanists (2) Individual, half-hour lessons once a week to train pianists in playing accompaniments.
PREREQ: Admission to the M.M. degree in accompanying.

PIA 572-73 Accompanying I, Vocal II, Instrumental (3) Survey of accompanying literature: (I) art songs, recitatives, cantata, opera, and oratorio arias; and (II) strings, winds, and brass. Performance and reading in class.

PIA 574-75 Ensemble I, II (4) Accompanying in teaching studios for large groups (choruses), for various ensembles (including trios and quartets), and for faculty, B.M., M.M., general, and senior student recitals.

PIA 576 Harpsichord and Continuo Realization (1) An introduction to harpsichord playing and the principles of continuo realization.

PIA 577 Transposition and Score Reading (2)

Training in score reading and transposition at the keyboard.

PIA 578 Individual, One-Hour Lessons for Students of Piano Pedagogy (2) PREREQ: Admission to the pedagogy concentration.

PIA 579 Individual, One-Hour Lessons for Students of Piano Pedagogy (2)

PIA 580 Perspectives in Pedagogy IV (3) Procedures and materials for group piano instruction. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. Includes practicum in group piano instruction.

PIA 581 Perspectives in Pedagogy I (3) An in-depth study of materials available to the studio piano teacher for the elementary levels. Discussions include different methods, technique, harmony, ear training, and sight reading. Includes practicum in individual instruction.

PIA 582 Perspectives in Pedagogy II (3) An in-depth study of repertoire and materials available to the studio piano teacher for the intermediate levels. Discussions of related concerns, such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.

PIA 583 Perspectives in Pedagogy III (3) Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

PIA 588 Advanced Lessons (2) Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

PIA 589 Advanced Lessons (2) Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

PIA 608 The Music of Chopin (3) A comprehensive study of the contributions of Frederic Chopin to keyboard literature.

PIA 611 The Piano Concerto (3) A chronological presentation of the development of the piano concerto; performances, problems, and practices will be emphasized. Covers from J.S. Bach to present.

PIA 623 Baroque Keyboard Literature (3) The Renaissance through development of variation form and dance suite. Emphasis on performance practices, realizing ornament signs and figured basses; transferal to the modern piano; in-depth study of works of Handel, J.S. Bach, and D. Scarlatti. Some student performance required.

PIA 624 Classical Piano Literature (3) Literature for the early piano (1750-1830). Origin and development of the sonata and performance practices of homophonic style. Music of the sons of Bach, Haydn, Mozart, and Beethoven. Sound and structure of the early piano. Some student performance required.

PIA 625 Romantic Piano Literature (3) Analysis of piano styles of Schubert, Chopin, Mendelssohn, Schumann, Liszt, Brahms, Faure, Mussorgsky, Tchaikovsky, and Grieg. Performance practices. The virtuoso étude and problems of technical execution. Some student performance required. PREREQ: PIA 426 (Keyboard Literature II) or equivalent.

PIA 626 20th-Century Piano Literature (3) Seminal works and styles of this century. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, and American composers. Some student performance required. PREREQ: MTC 213 (Theory of Music IV) or equivalent.

PIA 631 Performance Practicum (1) Discussion of teaching and teaching/learning challenges and successes involved in piano performance for both teachers and their students. Examine teaching strategies for preparedness and in performance, playing from

memory, and performance anxiety; videos and tapes will be viewed to aid in discussions. Two performance demonstrations are required.

PIA 679-680 Special Subjects Seminar (1-3)

Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

PIA 681-683 Independent Study in Music (1-3)

PIA 695 Recital (1) A full recital of concert works or pedagogical pieces, or a lecture-recital. Required of candidates for the master of music in piano pedagogy. PREREQ: Approval by committee examination.

PIA 696 Recital (1) A shared (half) recital open to candidates for the master of music degree (music education concentration). In lieu of research report. Program notes required. PREREQ: Approval by committee examination.

PIA 697 Recital (2) A full public recital, demonstrating an understanding of various performance styles and an ability to perform literature from several periods. Required of candidates for the master of music in performance. PREREQ: Approval by committee examination.

VOCAL/CHORAL

Symbol: CHO

511 Masterworks Chorus (1) A large mixed chorus presenting oratorios, masses, and advanced-level choral literature. Permission of instructor.

541 Applied Choral Conducting I (3) Advanced individual instruction in choral conducting, culminating in a full master's recital.

542 Applied Choral Conducting II (3) Advanced individual instruction in choral conducting, culminating in a full master's recital.

543 Applied Choral Conducting III (3) Advanced individual instruction in choral conducting, culminating in a full master's recital.

611 Chamber Choir (1) A consort of 15-25 singers specializing in the performance of sacred and secular vocal music of the Renaissance and early Baroque

periods. By audition.

612 Concert Choir (1) A mixed chorus of 35-45 singers performing sacred and secular choral literature of all periods and styles. By audition.

Symbol: VOC

511 Master Class – Baroque (1) Discussion and performance of songs from the Baroque period.

512 Master Class – German Lied (1) Discussion and performance of German art song.

513 Master Class – French Melodie (1) Discussion and performance of late French art song.

514 Master Class – 20th-Century Art Song (1)

Discussion and performance of art songs from the 20th century.

515 English-Italian Diction (2) English, Italian, and Latin diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

516 French-German Diction (3) French and German diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

524 Musico-Dramatic Production (3) Techniques of producing musical plays. Preparation for roles, coaching, and conducting rehearsals. May lead to a public performance of the material studied.

526 Choral Literature (3) Examples of choral music from the various musical periods. Primarily larger works.

529 Vocal Literature (3) Classic song literature, lieder, melodie, and contemporary art songs are discussed.

536-39 Vocal/Choral Workshops (1-3) Participation-oriented workshops designed to meet specific needs in vocal/choral music.

546 Vocal Ensemble (2) Self-study in the performance and preparation of small ensembles. Project must have the approval of the department chairperson.

591 Vocal Pedagogy (3) Principles and techniques of

teaching voice.

613 Advanced Choral Conducting (2) Study and application of advanced choral conducting techniques.

679 Special Subjects Seminar (1-3) Significant topics presented by faculty or visiting lecturers.

681 Independent Study (1)

682 Independent Study (2)

683 Independent Study (3)

691 Research Seminar in Music (2)

692 Research Seminar in Music (1)

Symbol: VOI

501-02 Individual Lessons at the Minor Level (1) An elective course for graduate students.

511-14 Individual Lessons at the Major Level (1) Voice majors in the master of music in music education program. PREREQ: Completion of the undergraduate voice major requirements or by audition.

541-43 Individual Lessons at the Advanced Level (3) Advanced vocal studies culminating in a full master's recital. PREREQ: Completion of the performance requirements for the bachelor of music in voice program or admission by audition.

696 Recital (1) A shared (half) public recital for candidates in the master of music education program in lieu of a research report. Candidate must write approved program notes. PREREQ: Approval by the examination committee.

697 Recital (2) A full public recital demonstrating an understanding of various performance styles and the ability to perform. Required of candidates for the master of music in voice degree. PREREQ: Approval by the examination committee.

Symbol: VOW

521 The Broadway Musical (3) Surveys the American musical theatre, past and present. Elements of producing the American musical in school settings.

522 The Musical Revue (1-3) Explores the concept of choral music in motion and the necessary techniques and skills for mounting a successful choral ensemble.

Music Education

Dr. Burton, *Chairperson*

PROFESSOR

J. Bryan Burton, D.M.E., *University of Southern Mississippi*

ASSOCIATE PROFESSOR

Ann McFarland, Ph.D., *Temple University; Orff Certification, Cincinnati Conservatory*

ASSISTANT PROFESSORS

Mark Gregory Martin, D.M.A., *University of Texas*
Bradley Olesen, Ph.D., *University of Miami*

MASTER OF MUSIC IN MUSIC EDUCATION

(34 semester hours)

Required

Students may choose programs with Kodaly, music technology, Orff-Schulwerk, performance, or research options. All programs require completion of nine credits in three core courses: MUE 500, 503, and 510. All students in M.M. programs in music education also must complete a comprehensive exit examination. Students not holding Level I Certification in music education must complete prerequisite undergraduate work prior to admission into a graduate program that requires Level I Certification.

Additional Course Requirements: Performance and Research Programs

Kodaly Concentration: 18 credits in Kodaly (MUE 560-568); three credits in directed electives; and three credits in music history

Music Technology Concentration: six credits in required music technology courses; four credits in directed electives chosen from music technology courses; three credits in music history; three credits in music theory; three credits in applied music; three credits of free electives; and four credits in research.

Orff-Schulwerk Concentration: 15 credits in Orff-Schulwerk (MUE 570-581); three credits of music history; and seven credits of free electives.

Performance: Six credits in music education; three credits in applied music; three credits in music theory; three credits in music history; three credits in free electives; three credits in concentration electives; recital (MUE 698 and VOI/AIM/PIA 696). Candidates desiring to pursue the recital option in voice must audition before the voice jury and receive permission to pursue that option before earning 15 graduate hours or after completing VOI 543, whichever comes first.

Research Report: Six credits in music education; three credits in applied music; three credits in music theory; three credits in music history; three credits in free electives; three credits in concentration electives; four credits in research (MUE 691 and 692).

Certificate in Kodaly Methodology	18 semester hours	II. One course from each category	6 semester hours
This program is designed for in-service music educators who wish to upgrade their choral teaching skills in K-12 music classrooms using the materials, musicianship abilities, and instructional processes in a focused program based on the pedagogic approaches developed by Zoltan Kodaly. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).		Category I: MUE 593 or 594 Category II: MUE 595 or 596 or 597	
Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Kodaly methodology. Admission requirements include demonstrable music literacy and performance skills with voice or one instrument; a baccalaureate degree in music performance, music theory, or choral conducting; an undergraduate GPA of 2.8; a major field GPA of 3.0; and a completed application for admission to graduate studies (including transcripts and letters of recommendation).		III. One music technology elective drawn from the categories above	3 semester hours
The Kodaly methodology certificate program is designed to be completed in three consecutive summers of study:		Certificate in Orff-Schulwerk	18 semester hours
First summer: MUE 560 and 561 Second summer: MUE 562 and 563 Third summer: MUE 564 and 565		This program is designed for in-service music educators who wish to upgrade their skills in the classroom and choral instruction using the materials, musicianship skills, and methodologies in a focused program based on the teaching approaches developed by Carl Orff, yet who do not wish to undertake a full master's degree curriculum. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).	
MUE 566, 567, and 568 may be taken in either the second or third summer of study (after students have successfully completed MUE 560 and 561).		Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Orff-Schulwerk. Admission requirements include demonstrable music literacy and performance skills with voice or one instrument; a baccalaureate degree in music performance, music therapy, dance, or movement; an undergraduate GPA of 2.8; a major field GPA of 3.0; and a completed application for admission to graduate studies (including transcripts and letters of recommendation).	
Certificate in Music Technology	18 semester hours	The Orff-Schulwerk certificate program is designed to be completed in three consecutive summers of study:	
This program is designed for in-service music educators who wish to develop or upgrade their skills in music technology and apply the materials, musicianship skills, and methodologies in a focused program to enhance music learning in all facets of the music curriculum, yet who do not wish to undertake a full master's degree curriculum. Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and completion of the application for admission to graduate studies (including transcripts and letters of recommendation).		First summer: MUE 570, 571, and 572 Second summer: MUE 573, 574, and 575 Third summer: MUE 576, 577, 578, 582, and 583	
Nonmusic education majors may enter a certificate-only program in technology. Admission requirements include a baccalaureate degree in an appropriate field of study (i.e., applied music, music theory, music performance, music business), an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).		MUE 579, 580, and 581 may be taken in either the second or third summer of study (after students have successfully completed MUE 571, 572, and 573).	
Curriculum	18 semester hours	Post-Baccalaureate Teacher Certification in Music Education	
I. Music technology core	9 semester hours	The post-baccalaureate teacher certification in music education provides a pathway to Pennsylvania Level I Teacher Certification in Music K-12 for candidates who hold a baccalaureate degree in a music field (performance, music theory and composition, or music history and literature). Students who do not hold a baccalaureate degree in music and do not have a significant number of earned credits in music, such as a minor in music, are better served through enrollment in a second baccalaureate degree program with a major in music education. Each student's program will be unique as applications and transcripts are examined on an individual basis and an appropriate course of study designed. Completion of this program usually takes from five to eight semesters of full-time study. For further information regarding this process, contact the department chairperson.	
MUE 591, 592, and 598			

COURSE DESCRIPTIONS

MUSIC EDUCATION

Symbol: MUE (unless otherwise shown)

500 Methods and Materials of Research (3) Basic techniques and procedures. Major types of research. Methods for locating, evaluating, and interpreting evidence. Preparation of a research outline.

503 Philosophical Foundations of Music Education (3) Historical and philosophical foundations of music education. Application of principles of education to music. Major emphasis on development of a philosophy of the discipline.

510 Current Trends in Music Education (3) Present practices and emerging developments in music education.

511 Vitalizing Music in the Elementary School (3) Exploration and examination of current pedagogy, materials, and technology available to enhance learning through music in the elementary classroom.

Elementary education majors only.

512 Teaching Music Listening Skills and Activities (3) Analysis of musical concepts within selected compositions with subsequent design of sequential teaching-learning strategies for all levels, K-12. Music majors only.

513 Music in the Middle School (3) Review and critical analysis of music education in the middle school; philosophies, curriculum, practices, and personnel.

515 Computer Applications in Music Education (3) Study of recent technological advances and their applications to include computer-assisted software, music performance and printing, synthesizers, sequencers, MIDI communication standard, strategies and technologies for classroom, interactive video, artificial intelligence, expert systems, and HyperCard.

516 Administration and Supervision of School Music (3) Administrative problems, curricular content

and scheduling, in-service training of teachers, and specialized supervisory techniques for the music curriculum. PREREQ: Teaching experience.

517 Psychology of Music (3) In-depth study of learning theories as related to music education and the nature of music.

518 Multicultural Perspectives in Music Education (3) Understanding the diversity of musical expressions of our planet and the multicultural musical dynamics of American culture; provides music educators with the information, materials, and teaching strategies required for the creation and maintenance of a multiculturally based music curriculum.

528 Music in Special Education (3) Characteristics of special pupils; adaptation of teaching techniques; materials curriculum.

529 Dalcroze Eurhythmics (3) A pedagogical approach to the study of enacting musical meanings in physical space. Refining the sensing, analyzing, and

improvising of musical concepts by understanding how music is produced.

536 Children's Choir Practicum for Music Educators (3) Review, analysis, and practical application of current and developing pedagogy, literature, and materials for teaching and conducting a children's choir. Students will have the opportunity to observe and conduct a laboratory children's choir. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

541 Folk Music According to Kodaly Concept (3) Designed to review and identify the folk music genre, identify principle researchers and collections, analyze materials collected, and submit a project containing materials.

542 Brass Essentials for the Music Educator (3) Development of brass performance and pedagogical skills for teaching brass instruments in the elementary and secondary school instrumental program. This course is designed for the nonbrass major in-service or preservice music educator.

543 Woodwind Essentials for the Music Educator (3) Development of woodwind performance and pedagogical skills appropriate for teaching woodwind instruments in the elementary and secondary school instrumental music program. This course is designed for the nonwoodwind major in-service or preservice music educator.

544 Guitar Essentials for the Music Educator (3) Development of guitar performance and pedagogical skills appropriate for teaching guitar in the elementary and secondary school guitar and general music programs. This course is designed for the nonguitar major in-service or preservice music major.

547 Choral Conducting Practicum for Music Educators (3) Development of choral conducting skills and choral pedagogy appropriate for teaching advanced choral ensembles in the school music program. This course is designed for the experienced choral music educator.

548 String Essentials for the Music Educator (3) Development of string performance and pedagogical skills appropriate for teaching string instruments in the elementary and secondary instrumental program. This course is designed primarily for the nonstring major in-service or preservice music educator.

550 Related Arts Pedagogy in Music Education (3) Historical background of the related-arts movement. Principles of related-arts teaching related to musical elements, forms, and styles, with appropriate teaching techniques at specified grade levels. Materials for school music programs: basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

◆ **551 Instrumental Music Education: Literature and Materials (3)** Survey and analysis of newly published literature for large and small performing ensembles, teaching texts, current pedagogical trends. Development of teaching strategies. Guest lecturers to include composers, conductors, and educators.

◆ **552 Teaching Ethnic Music (3)** Study and analysis of cultural background, musical materials, and performance techniques of music from target cultures. Development of teaching strategies appropriate for public school classrooms. Target cultures will vary.

560 Kodaly Level I: Musicianship Training (2) Designed to develop musicianship for teaching the Kodaly process in primary grades and to develop students' ability to sing pentatonic literature and basic rhythms at sight in a classroom setting.

561 Kodaly Level I: Methodology (2) Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the primary grades.

562 Kodaly Level II: Musicianship Training (2) Designed to develop musicianship for teaching the

Kodaly process in intermediate grades and the student's ability to sing diatonic literature and advanced rhythms at sight in a classroom setting. PREREQ: MUE 560 and 561.

563 Kodaly Level II: Methodology (2) Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the intermediate grades. PREREQ: MUE 560 and 561.

564 Kodaly Level III: Musicianship Training (2) Designed to develop musicianship skills for teaching the Kodaly process in secondary grades through classical music. PREREQ: MUE 562 and 563.

565 Kodaly Level III: Methodology (2) Strategies and materials for listening lessons will be presented as well as teaching techniques for secondary classrooms. Students are expected to submit a 30-35 minute teaching tape for purposes of coordinating all Kodaly teaching skills. PREREQ: MUE 562 and 563.

566 Kodaly: Conducting (2) Designed to acquaint the student with the application and development of children's choral literature in performance using composed works of Kodaly and various other composers who have written for children.

567 Kodaly: Folk Music (2) Designed to review and identify folk song genre, identify principal researchers and collections, analyze materials collected, and submit project containing all materials.

568 Kodaly: Games and Materials (2) Designed to provide participants with materials for preparing, presenting, and reinforcing rhythmic and melodic concepts through game playing and dances.

569 Kodaly Methodology (1) Students will prepare and demonstrate their ability to teach using developmental and sequential Kodaly methodology. The project will include a written lesson plan, videotaped teaching demonstration, and post-conference reflection that demonstrate the students' ability to satisfactorily apply the principles and process of Kodaly methodology to the music classroom. This project is a program-culminating activity required to qualify for certification in this methodology.

570 Orff-Schulwerk Level I: Basic Musicianship (2) Designed to develop fundamental Orff processes through the acquisition of basic musical skills through pentatonic activities.

571 Orff-Schulwerk Level I: Recorder (1) Designed to develop fundamental Orff processes through elemental proficiency on the soprano recorder.

572 Orff-Schulwerk Level I: Movement (1) Designed to develop fundamental Orff processes through movement - locomotor, dance, descriptive, free improvisation.

573 Orff-Schulwerk Level II: Basic Musicianship (2) Designed to develop theoretical comprehension of the evolution of elemental music through the Baroque period. Liturgical and diatonic modes are used as vehicles in developing harmonic concepts. PREREQ: MUE 570, 571, 572, or Level I Certification from AOSA accredited program. Admission to program by audition.

574 Orff-Schulwerk Level II: Recorder (1) Designed to develop skills on alto, tenor, and bass recorders through improvisation, accompaniment, and ensemble playing in various styles and historical periods. PREREQ: MUE 570, 571, 572.

575 Orff-Schulwerk Level II: Movement (1) Continued development of movement techniques through improvisation, choreography in set or free focus with either rhythm, music, or dramatic content, or a combination thereof. PREREQ: MUE 570, 571, 572.

576 Orff-Schulwerk Level III: Basic Musicianship (2) Designed to develop comprehension of 20th-century styles, theoretical and performance practices

of Western and non-Western music, while using both ethnic and popular means. PREREQ: MUE 573, 574, 575.

577 Orff-Schulwerk Level III: Recorder (1) Continuation of Level II proficiencies and exploration of consort materials found in Orff-Schulwerk, Volumes 1-5. PREREQ: 573, 574, 575.

578 Orff-Schulwerk Level III: Movement (1) Continuation of Level II proficiencies; the analysis of ethnic and historical dances with appropriate choreographic notation in set and free form focus or a combination thereof. PREREQ: MUE 573, 574, 575.

579 Orff-Schulwerk: Recorder Ensemble (1) A culmination of recorder instruction, through performance analysis, and discussion into a survey of repertoire suitable for recorder consort and consort with subordinate instruments. PREREQ: MUE 573, 574, 575.

580 Orff-Schulwerk: Movement (1) An in-depth study to develop visual and spatial awareness, coordination and body control, imagination, improvisation, and kinesthetic understanding of musical elements as they interact within the Schulwerk process. PREREQ: MUE 573, 574, 575. Open, as an elective, to students demonstrating proficiency in creative movement, improvisation, and ethnic dance. Admission by audition.

581 Orff-Schulwerk: Instrumentation Practicum (1) A survey of works by Carl Orff and Gunild Keetman for the instrumentarium which requires advanced performance skills. PREREQ: MUE 573, 574, 575. Open, as an elective, to students demonstrating playing proficiencies using basic techniques or unpitched and pitched instruments, as well as improvisational skills. Admission by audition.

582 Orff-Schulwerk Final Project (1) Preparation of Orff-Schulwerk final project, which will include written and audio-visual documents applying Orff-Schulwerk principles and processes to the music classroom.

583 Seminar in Orff-Schulwerk (2) Innovations and best practices in the Orff-Schulwerk process. Distinguished guest instructors will provide new direction for music educators. PREREQ: MUE 570, 571, 572.

590 Introduction to Music Technology (1) This course provides an introduction to music technology. Topics include a survey of musical applications and the basics of computer operation.

591 Introduction to Notation, Sequencing, and Electronic Instruments (3) This course covers music notation software, sequencing software, and electronic instruments in the elementary and secondary music classroom.

592 Introduction to Computer-Assisted Instruction, Multimedia, and the Internet (3) This course covers computer-assisted instruction, multimedia, and the Internet in the elementary and secondary music classroom.

593 Notation for Music Education (3) This course covers notation software in the music classroom and as a tool for arranging and composing choral and instrumental music. PREREQ: MUE 591, 592.

594 Sequencing for Music Education (3) This course covers sequencing software in the music classroom and as a tool for creating original recordings and multimedia files for the Internet and multimedia projects. PREREQ: MUE 591, 592.

595 Interactive Internet for Music Education (3) This course covers editing and integrating existing interactive Internet technology into the music classroom. There will be an emphasis on customizing online quizzes, and the development of custom, interactive music lessons. PREREQ: MUE 591, 592.

◆ This course may be taken again for credit.

596 Multimedia Authoring for Music Education (3) This course covers using, creating, and editing multimedia lessons for the music classroom. There will be an emphasis on customizing multimedia templates, and the development of custom, interactive music lessons. PREREQ: MUE 591, 592.

597 Digital Media for Music Education (3) This course covers creating and editing digital multimedia for the music classroom with an emphasis on text, graphics, sound, and video. Digital media will be integrated into presentation programs and stand-alone formats such as audio and video tape, and CD. PREREQ: MUE 591, 592.

598 Integrating Music Technology into the Classroom (3) This course will cover effective teaching strategies using music technology. Topics will include computer-assisted instruction, multimedia, Internet, notation software, sequencing software, and electronic instruments. PREREQ: MUE 591, 592.

600 Assessing and Evaluating Musical Learning (3) Review, analysis, and practical application of print and electronic assessment and evaluation strategies in music education. Strategies and tools will be developed for assessment of musical performance, musical creativity, and writing about music and musical experiences in all facets and levels of the elementary/secondary school music program.

601 Innovations in Elementary Music Education (3) Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the K-6 elementary general music classroom. Instructors will include leading innovative

guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

602 Innovations in Middle School Music Education (3) Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the Grade 5-8 middle school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

603 Innovation in Instrumental Music Education (3) Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the elementary/secondary instrumental music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

604 Innovations in Choral Music Education (3) Review, analysis, and practical applications of current and developing pedagogy, materials, assessment techniques for the elementary/secondary choral music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

605 Innovations in Movement in Music Education (3) Review, analysis, and practical applications of current and developing pedagogy, materials, assessment

techniques for movement activities in the elementary/secondary school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

679 Special Subjects Seminar (1-3) Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.

681-83 Independent Study in Music (1-3) Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

691 Research Seminar in Music (2) A research proposal with supporting procedures is developed. Guidance in individual research topics, with tutorial assistance in form and style of research writing.

692 Research Report (2)

693 Music Technology Final Project (1) Preparation of a music technology project is developed in consultation with a faculty adviser in one of three domains: guided research into relevant topics in technology and music education in which students will select an appropriate topic, under advisement, and carry out the research and written document; curriculum development, allowing students to develop the curriculum for a course in music technology; and computer-aided instruction development where students will select an appropriate topic, under advisement, and design and build a stand-alone or Web-based application.

698 Recital Research (1)

Music Theory, History, and Composition

Dr. Maggio, *Chairperson*

PROFESSORS

Scott L. Balthazar, Ph.D., *University of Pennsylvania*
Robert Maggio, Ph.D., *University of Pennsylvania*
Julian Onderdonk, Ph.D., *New York University*
Mark T. Rimple, D.M.A., *Temple University*

ASSOCIATE PROFESSORS

Alexander Rozin, Ph.D., *University of Pennsylvania*
Adam Silverman, D.M.A., *Yale University*
Van Stiefel, Ph.D., *Princeton University*

ASSISTANT PROFESSOR

Thomas Winters, Ph.D., *University of Pennsylvania*

MASTER OF MUSIC

Concentration in History and Literature

Additional Admission Requirements

In addition to the general requirements for admission to degree programs in music, music history and literature applicants must submit a writing sample and must take the School of Music Graduate Admission Test prior to beginning course work in music history.

Curriculum

I. Required music theory course

MTC 542

30 semester hours

3 semester hours

II. Area of concentration

Five courses in music history at the 600 level (other than MHL 698 or MMU 699) with three from the following: MHL 610, 611, 612, 613, 614, 615, 679, and 680

15 semester hours

III. Free electives

6 semester hours

May be taken in music history or other areas

IV. Research component

MHL 698, MMU 699

6 semester hours

V. Demonstration of competency in one non-English language

VI. Exit oral examination (including thesis defense)

MASTER OF MUSIC

Concentration in Theory and Composition

Additional Admission Requirements

In addition to the general requirements for admission to degree programs in music, theory/composition applicants must (1) schedule an interview with a faculty committee appointed by the chairperson of the Department of Music Theory, History, and Composition; and (2) demonstrate sufficient pianistic ability, sight singing, and aural perception to meet the demands of the program. In addition, composition applicants must submit original works showing technical facility in composition.

Curriculum

I. Required music theory course

MTC 542

30 semester hours

3 semester hours

II. Areas of concentration

MTC 512, 517, 544, 579 (may substitute one course from concentration electives listed below)

12 semester hours

III. Concentration electives

Two courses from the following: MTC 513, 514, 541, 542, 545

6 semester hours

IV. Music history

One MHL course at the 600 level

3 semester hours

V. Free electives

3 semester hours

VI. Research component

3 semester hours

MMU 699

COURSE DESCRIPTIONS**MUSIC HISTORY AND LITERATURE**

Symbol: MHL, unless otherwise indicated

501 Style, Form, and Genre in Music History (3)

An introduction to the study of music at the graduate level designed as a survey of Western art music with emphasis on fundamental considerations of form, style, and genre.

510 Collegium Musicum (1) A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Open by audition.**610 Topics in Medieval Music (3)** Exploration of selected topics in medieval music. Specific topics deal with various aspects of music and musical development during this period. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.**611 Topics in Renaissance Music (3)** Exploration of selected topics in 15th and 16th century music. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.**612 Topics in Baroque Music (3)** Exploration of selected topics in the history of music in the baroque period. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.**613 Topics in Music from 1750–1810 (3)** Exploration of selected topics in the history of music in the classic period. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.**614 Topics in Music from 1810–1880 (3)** Exploration of selected topics in the history of music in the early 19th century. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.**615 Topics in Music from 1880–Present (3)**

Exploration of selected topics in the history of music from the late romantic period to the present. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

620 World Music (3) An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicological methodology.**622 History of Jazz (3)** A survey of the history of jazz, including representative performers and their music.**654 History of Opera (3)** The composers and their major contributions to the various schools of opera.**655 History of Orchestral Music (3)** How the symphony orchestra developed from the Baroque period to the present in its function, literature, instrumentation, and performance practices.**658 Performance Practices (3)** A consideration of the special problems encountered in the stylistic realization and performance of music from the Medieval through the Romantic eras. Particular attention will be focused on original sources, period instruments, and performance problems.**659 Topics in American Music (3)** Exploration of selected topics in the history of music in America from 1620 to the present.**679 Topics in Music History I (1-3)** Significant topics presented by faculty members or visiting lecturers. Designed to meet specific needs of the seminar group.**681-83 Independent Study in Music History (1-3)** Individual research under the guidance of a faculty member.**698 Directed Research in Musicology (3)** This course is designed to assist the graduate music history major to focus research pursuits toward formulation of a potentially successful thesis topic.**MMU 699 Thesis (3)** Thesis in music history, theory, or composition.**MUSIC THEORY AND COMPOSITION**

Symbol: MTC, unless otherwise indicated

512-14 Advanced Composition I, II, and III (3)

Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra. PREREQ: MTC 213 (Theory of Music IV) or equivalent.

517 Electronic Music (3) Materials and techniques of electronic music and their use in composition. Laboratory experience in the composition of electronic music. PREREQ: Permission of the instructor.**541 Advanced Orchestration (3)** Original composition or arrangement for orchestra. PREREQ: A knowledge of the instruments of the orchestra and experience in their use.**542 Advanced Musical Analysis (3)** This course presents an overview of major trends in music analysis including formal, motivic, Roman numeral, set theory, Schenkerian, reductive techniques, theories of music perception, and theories of rhythm and meter. Music examined includes that of the Baroque, Classical, and Romantic eras, as well as early music, atonality, jazz, Broadway, and popular music. Primary goals of the course are to develop students' abilities to read music analyses critically and to develop and improve scholarly prose.**544 Advanced Counterpoint I (3)** Contrapuntal techniques of the 18th century. Chorale prelude and invention.**545 Advanced Counterpoint II (3)** Continuation of MTC 544. Includes the canon, invertible counterpoint, and fugue. PREREQ: MTC 544 or permission of instructor.**546 Techniques of Early 20th-Century Music (3)** A study of compositional techniques in representative vocal and instrumental works of the first two decades of this century.**561 Jazz Harmony and Arranging (3)****562 Advanced Jazz Harmony and Arranging (3)**

A study of improvisation and arranging, literature, and other aspects of an important phase of popular styles.

579 Seminar in Music Theory (1-3) Special topics seminar designed to meet specific needs of music majors in the area of theory research.**591 Advanced Chromatic Harmony (3)****681-83 Independent Study in Music (1-3)**

Individual research under the guidance of a faculty member. PREREQ: Permission of instructor.

691 Research Seminar in Music (2) A research proposal with supporting procedures is developed. Guidance in individual research topics with tutorial assistance in form and style of research writing.**698 Research Report (1)****MMU 699 Thesis (3)** Thesis in music history, theory, or composition.

Nursing

222 Sturzebecker Health Sciences Center

West Chester University

West Chester, PA 19383

610-436-2219

Dr. Mackey, *Chairperson*Dr. Stowe, *Assistant Chairperson and Graduate Coordinator***PROFESSOR**Janet S. Hickman, Ed.D., *Temple University***ASSOCIATE PROFESSORS**Charlotte Mackey, Ed.D., *Widener University*Cheryl Ann Monturo, Ph.D., *University of Pennsylvania*Ann Coghlan Stowe, Ph.D., *Widener University*Christine Thomas, Ph.D., *Widener University*Brent W. Thompson, Ph.D., *Widener University***ASSISTANT PROFESSORS**Edward Mackey, Ph.D., *Northcentral University*Christine Moriconi, Psy.D., *LaSalle University*Cheryl Schlamb, D.N.P., CRNP, *Case Western University*Marcia Welch, D.L., *Widener University***MASTER OF SCIENCE IN NURSING****Mission**

The mission of the Department of Nursing at West Chester University is to provide high-quality professional degree education in nursing. The baccalaureate program prepares graduates for entry to nursing practice, and the master's program prepares graduates for advanced practice in public health nursing. The goal of the department is to prepare nurses for leadership and advocacy in the health promotion, disease prevention, and health restoration of individuals, families, and communities. Graduates of these nursing programs will be profession-

als capable of assuming leadership in present and emerging health care roles, citizens who contribute to society and are committed to life-long learning and personal development.

At the end of the M.S.N. program, the graduate will be able to

1. synthesize philosophy, theory, content, and methods of public health science and nursing science as a basis for public health nursing practice;
2. demonstrate advanced clinical skills in society including culturally diverse and/or medically underserved individuals and aggregates;
3. assume beginning roles in education or administration;
4. design health care strategies in which nurses contribute to the health promotion and disease prevention of individuals and aggregates;
5. evaluate health care issues, trends, and policies;
6. pursue and evaluate professional development as a continuing professional learner;
7. collaborate with interdisciplinary groups in the community for the purpose of health care planning to achieve the objectives of Healthy People 2020;
8. acquire a foundation for doctoral study in nursing;
9. assume the role of advocate in public health settings to promote accessibility of health care services and to enhance quality of care;
10. demonstrate a philosophy of nursing that reflects commitment to social justice and the advancement of nursing science;
11. participate in scientific inquiry directed to the health care needs of populations as well as individuals and families.

M.S.N. Admission Requirements

The minimum admission standards for the Department of Nursing are a B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited program, an undergraduate GPA of at least 2.8, a course in statistics, a course in physical assessment, current licensure as a registered nurse (Pennsylvania licensure required prior to the clinical practicum), at least two years of recent full-time experience as a nurse providing direct clinical care, and two letters of recommendation from individuals familiar with the applicant's academic and/or professional qualifications. RN applicants with a bachelor's degree in another discipline may apply for the M.S.N. and will be evaluated on an individual basis.

M.S.N. (Emphasis in Public Health Nursing)

The master of science in nursing program will prepare professional nurses for leadership roles in public health nursing through in-depth consideration of community-based health care delivery systems, preparation in a functional role, and the use of critical inquiry and scholarship to improve the practice of nursing.

The program curriculum, developed in coordination with nurse educators, clinicians, and professional societies, offers a choice of instructional focus. The student will select education, administration, or integrative health as a functional component within the public health program of study. All students pursuing the M.S.N. degree are required to earn six credits in nursing research to complete the program.

Functional Component: Nursing Education

The focus in nursing education will enhance the skills of the professional nurse in curriculum development and teaching competencies in nursing.

Functional Component: Nursing Administration

The nursing administration focus will facilitate preparation of graduate nurses for advanced public health roles in fields such as gerontology and chronic illness. This focus is designed in view of a more severely ill case mix in acute-care settings, as well as accelerated use of HMO's, home health agencies, and other types of community-based care. Relevant electives (three credits) are selected under advisement.

Functional Component: Integrative Health

The integrative health focus provides both content and field experience in alternative and complementary health modalities. Relevant electives (three credits) are selected under advisement.

Curriculum

I. Core component NSG 501, 502, 503, 504, and 522	39 semester hours 18 semester hours
II. Functional component Each student will choose nursing administration, nursing education, or integrative health as a functional focus.	9 semester hours
A. Nursing administration NSG 509, 510, and relevant electives selected under advisement (3 semester hours)	
B. Nursing education NSG 507, 508, 511 and relevant electives selected under advisement (3 semester hours)	
C. Integrative health NSG 518, NSG 515, and relevant electives selected under advisement (3 semester hours)	

III. Research component NSG 505, 506	6 semester hours
IV. Satisfactory completion of the comprehensive examination	

Special Requirements

Insurance. Students are required to carry liability insurance coverage in the amount of \$1,000,000/\$3,000,000 when enrolled in nursing courses having a clinical component.

CPR Certification

Students enrolled in nursing courses having a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in life support (two-person) cardiopulmonary resuscitation. The CPR course must include resuscitation of infants and children.

Health Requirements

Students enrolled in nursing courses having a clinical component must provide the Department of Nursing with evidence of a current (within one year) health assessment performed by a physician or certified nurse practitioner.. Documentation of immunity to Rubella, rubeola, measles, mumps, poliomyelitis, tetanus, diphtheria, hepatitis B, and varicella is required.

Substance-Abuse Policy

Students are expected to perform unimpaired. Prior to taking NSG 502 students must have a negative substance-abuse result. This policy is in addition to the West Chester University Student Code of Conduct and the Drug-Free Campus policy (Section III, Ram's Eye View).

TB Testing

In order to comply with agency requirements, a two-step tuberculin skin test will be required for all students prior to taking NSG 502 and any subsequent clinical practicum if more than 12 months have transpired.

COURSE DESCRIPTIONS

NURSING

Symbol: NSG

501 Nursing Theories and Issues (3) Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.

502 Perspectives of Public Health Nursing (4) Introduction to concepts of public health and community health nursing. Includes both classroom presentations and clinical practicum in an agency of interest to the student, focusing primarily on community health care. PREREQ: CONCURR: NSG 501.

503 Principles and Practice of Public Health Nursing (6) Students will continue to refine the application of principles of public health during a second in the series of courses combining theory with practice. Continued emphasis on the political, governmental, and fiscal management aspects of public health nursing. PREREQ: NSG 502.

504 Advanced Concepts of Public Health Nursing (2) Seminar on advanced concepts of public health. No clinical practicum is associated with this course, which will be taken either prior to or together with the functional practicum. PREREQ: NSG 503.

505 Nursing Research I (3)

506 Nursing Research II (3) Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated research to develop skill in research modalities. PREREQ: NSG 505.

507 Curriculum Development in Nursing Education (3) This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education.

508 Teaching Competencies in Nursing - Principles and Methods (3) Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as well as seminars with other students enrolled. Focus is community health nursing throughout. PREREQ: NSG 507.

509 Public Health Nursing Administration (3) Principles of administration, leadership, and

organization related to the delivery of public health nursing care. Organizational, management, power, decision-making, motivational, and change theories will be examined in relationship to the community health nurse administrator.

510 Nursing Administration in Public Health

Nursing Settings (3) Examination of management skills for nurse-administrators in a service setting in public health. Includes both classroom and clinical practicum administrative experience, as well as seminars with other students enrolled. Focus is public health nursing throughout. PREREQ: NSG 509.

511 Measurement and Evaluation in Nursing Education (3)

This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education. Current trends and issues related to evaluation will be discussed.

513 Nursing Informatics (3) This course will focus on the current and potential impact of the microcomputer in the nursing arenas of practice, education, and administration. Basic concepts of computer literacy will be reviewed with lab exercises to assist those who are not computer literate. The course then will proceed from the history of nursing informatics and culminate with the future of nursing informatics.

514 Human Lactation, Breast-Feeding, and Health of the Community (3) This course is for students seeking in-depth knowledge about breast-feeding and human lactation. Through various assignments, the research in lactation will be explored and critiqued. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breast-feeding will be addressed with analysis of the barriers to breast-feeding in today's society. Using national policies and standards as the focal point, the student will analyze what local, national, and international organizations are doing to support breast-feeding.

515 Nursing Practice in Integrative Health

Settings (3) An advanced practice nursing course in community-based integrative health setting(s). Includes both classroom and clinical practice as well

as seminars with other students enrolled. Focus is on community health nursing throughout. One hour of class, eight hours of clinical per week. PREREQ: NSG 518 or HEA 501.

516 Cancer Nursing Practice (3)

The emphasis of this course is the care of clients with cancer. This course examines the various physiological, psychosocial, and spiritual effects this disease has on clients and their families. A variety of topics will be discussed, including communication, hope, sexuality, spirituality, loss, pain, and altered body image. The focus of the course is on the role of the professional nurse in prevention, diagnosis, and client management.

518 Care of the Community Spirit (3)

This course focuses on community building and spirituality. Course content includes introduction to the concept of community spirit, culture, and community; integration of health and spirit within the community.

520 Health Assessment in Advanced Nursing Practice (3)

This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills (two hours, lecture; three hours, laboratory).

521 Palliative Nursing Care in the Community (3)

Provision of palliative care in various community settings. End-of-life issues addressed with strategies to promote change. Biopsychosocial and spiritual symptom management for individuals and families is emphasized.

522 Epidemiology (3) An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.

523 Suggestive Therapeutics for the Practicing Healthcare Professional (3)

An in-depth study of selected, current topics relevant to the development of nursing majors. This course will emphasize the critical analysis of current topics that impact professional nursing. Each student will develop a commitment to reading and critiquing nursing research in professional journals as part of the teaching-learning process.

Nutrition

207 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
610-436-2125
Dr. Harris, Chairperson

PROFESSORS

Jeffrey E. Harris, Dr.P.H., *Loma Linda University*
Janet M. Lacey, Dr. P.H., *University of North Carolina*

ASSOCIATE PROFESSORS

Mary Beth Gilboy, Ph.D., *Temple University*
Sandra Walz, Ph.D., *Kansas State University*

ASSISTANT PROFESSORS

Lynn Monahan-Couch, D.C.N, *University of Medicine and Dentistry of New Jersey*

Gina Pazzaglia, Ph.D., *Pennsylvania State University*

INSTRUCTOR

Christine Karpinski, Ph.D., *University of Medicine and Dentistry of New Jersey*

Programs of Study

The Department of Health offers a master of public health degree with a nutrition concentration. See the Department of Health for a description of the M.P.H., nutrition concentration, on pages 61-62.

Communication with the Department

All inquiries and other communications regarding the M.P.H. nutrition track should be addressed to the track coordinator, Dr. Mary Beth Gilboy. Students also may call for information at 610-738-0559, fax at 610-436-2860, or e-mail mgilboy@wcupa.edu.

COURSE DESCRIPTIONS**NUTRITION**

Symbol: NTD

501 Nutrition Concepts and Controversies (3) The course examines food and nutrition concepts and controversies. Practical, consumer-oriented nutrition principles that complement personal needs, preference, and lifestyles are discussed. Emphasis is placed on methods of evaluating nutrition-related literature and claims, and interpretation of data and scientific studies relevant to nutrition.

502 Vegetarian Nutrition and Cuisine (3) This course is an evidenced-based, interactive approach to the health-promoting aspects of vegetarianism and concerns about nutritional adequacy at all stages of the life cycle. Students will critically evaluate a number of vegetarian dietary approaches, with case-studies, presentations, and meal plan reviews. Students will participate in plant-based recipe modifications and take part in cooking demonstrations/taste-testing. No prerequisite required.

503 Human Nutrition (3) This course is an advanced study of macronutrient and selected micronutrient metabolism in humans and their impact on nutritional well-being. A thorough understanding of the metabolism of key nutrients will allow the student to use current, evidence-based research in critically evaluating nutrition public health messages and recommendations. PREREQ: A grade of C or better in a previous

introductory nutrition course, one year of anatomy/physiology, and organic and biochemistry.

504 Nutrition Education K through 12 (3) This course provides an understanding of the optimal nutritional needs and nutrition education principles for students in kindergarten through grade 12. Topics include evidence-based principles of healthy eating for children and adolescents, examination of food choices, and barriers to healthy food, with an emphasis on behaviorally focused nutrition education relating to critical school nutrition issues.

515 Public Health Nutrition (3) This course provides students with a practice-based approach to public health nutrition processes through readings, discussions, and active participation. Topics include public health nutrition concepts, guidelines, and key nutrition issues for particular populations. Students will be introduced to the needs of diverse and vulnerable populations and evidence-based nutrition programs.

520 Perspectives on Obesity (3) This course is a rigorous, evidence-based exploration of the issue of obesity. Through process-oriented assignments and discussions, students formulate their own perspectives on origins, prevention, and treatment of obesity.

522 Nutrition for Health Fitness and Performance (3) The study of nutrition as it relates to health, fitness, and performance. Attention will be given to nutritional guidelines for optimal health and physical performance.

581 Nutrition Workshop (3) Special workshops on contemporary nutrition, foods, and foodservice-related problems and issues. Topics announced at time of offering.

600 Maternal and Child Nutrition (3) This course introduces students to maternal and child nutrition with primarily a domestic focus. Emphasis is on understanding the role of research, policies, and programmatic issues on nutritional health for pregnant and lactating women, infant children, and adolescents. Students will gain an understanding of key issues within the social, educational, political, and environmental influences and their impact on nutrition status within vulnerable maternal/child populations. PREREQ: NTD 503 or permission of instructor.

610 Nutrition Assessment (3) The course provides students with practice and application of anthropometric, biochemical, and dietary methods for assessing nutritional status with a focus of public health application. Exercises include the measurement of body composition, use of food composition tables, and classification of nutritional status. PREREQ: NTD 503 or permission of instructor.

625 Nutrition Policy and Programs (3) Introduction to program and policy approaches for improving nutritional status of populations. Rationale for nutrition policy introduced. Topics include legislative advocacy and analysis of current nutrition programs at local, state, and federal levels. PREREQ: NTD 515 or permission of instructor.

Pharmaceutical Product Development

117A Schmucker Science Center South

610-436-2939

e-mail: ppd@wcupa.eduStephen J. Zimniski, *Director***FACULTY ADVISORY BOARD**Jack Gault (*Marketing*)Maureen Knabb (*Biology*)Gustave Mbuy (*Biology*)Michael Moran (*Chemistry*)Oné Pagán (*Biology*)James Pruitt (*Chemistry*)Joel Ressner (*Chemistry*)Randall Rieger (*Mathematics*)Judith Scheffler (*English*)Joan Woolfrey (*Philosophy*)Stephen J. Zimniski (*Pharmaceutical Product Development*)

Pharmaceutical product development offers, on a limited basis, graduate courses in this area to graduate students from other programs of study.

COURSE DESCRIPTIONS
PHARMACEUTICAL PRODUCT
DEVELOPMENT

Symbol: PPD

581 Drug Design I (3) This introductory course provides an overview of the pharmaceutical industry and the drug development process, including lectures on each phase and the organization of a typical

pharmaceutical company. In addition to weekly reading assignments, students will be expected to analyze specific case studies each week.

582 Drug Design II (3) This course provides an overview of the pharmaceutical industry and the drug development process, including lectures of each phase of the manufacturing and drug development processes, including the role of regulatory and government affairs. In addition to weekly reading

assignments, students will be expected to analyze specific case studies each week.

583 Drug Design III (3) This course provides an overview of the pharmaceutical industry and the drug discovery process, including lectures on the use of computers in drug design and the newest targets for development, as well as lectures on proteomics, HTS, and translational medicine.

Philosophy

108 Anderson Hall

West Chester University

West Chester, PA 19383

610-436-2841

Dr. Schroepfer, *Chairperson*Dr. Pierlott, *Graduate Coordinator***PROFESSOR**Ruth Porritt, Ph.D., *Purdue University***ASSOCIATE PROFESSORS**Frank Hoffman, Ph.D., *University of London*Matthew F. Pierlott, Ph.D., *Marquette University*Helen D. Schroepfer, Ph.D., *Temple University*Joan Woolfrey, Ph.D., *University of Oregon***ASSISTANT PROFESSORS**Daniel Forbes, Ph.D., *University of Georgia*Timothy J. Golden, Ph.D., *University of Memphis*Elizabeth (Simon) Ruchti, Ph.D., *Ohio University*Cassie Striblen, Ph.D., *University of Cincinnati*I. Larry Udell, Ph.D., *Ohio State University***Program of Study**

The Department of Philosophy offers a program leading to the master of arts in philosophy, with or without an applied ethics concentration. This degree will serve as a foundation for studies leading to a Ph.D. in philosophy or prepare students for positions in industry, government, or college teaching.

Admission Requirements

In addition to meeting general requirements for admission to a degree program at West Chester, applicants must provide two letters of reference (preferably from undergraduate philosophy professors), as well as a writing sample or GRE scores, and must present a minimum of 12 semester hours of undergraduate philosophy, including courses in history of ancient philosophy, history of modern philosophy, ethics, and logic. Admission to the graduate certificate program does not require a background in philosophy.

Final Examination Requirement

One comprehensive, written final examination on metaphysics and epistemology is required of all students after completing the required course PHI 525. Students not doing a thesis will be required to take two additional comprehensive examinations in central areas of philosophy. See the Graduate Student Handbook or graduate coordinator for details.

MASTER OF ARTS IN PHILOSOPHY

(30 semester hours)

Students have the choice (under advisement) of a thesis or nonthesis program, and a standard or applied ethics concentration.

Curriculum: Standard

I. Required
PHI 501, 525, 599, and 640

30 semester hours

12 semester hours

II. Philosophy concentration

6 semester hours

III. Thesis

12 semester hours

A. Electives in philosophy or related courses (6)
B. PHI 610 Thesis (6)

OR

IV. Nonthesis

12 semester hours

A. Electives in philosophy or related courses

NOTE: The recommended list of courses depends on one's choice of concentration. Electives for the standard concentration should be chosen primarily from graduate-level philosophy courses or related field.

MASTER OF ARTS IN PHILOSOPHY

Concentration in Applied Ethics

(30 semester hours)

This degree offers training in the theoretical justification and the practical application of moral reasoning. Students may choose to concentrate their courses in business ethics or healthcare ethics or in combination and will develop skills in seeing, analyzing, and resolving problems in the workplace.

Prerequisites are six credits of upper-division undergraduate work in philosophy.

Curriculum: Applied Ethics

30 semester hours

I. Required
PHI 501, 525, 599, and 640

12 semester hours

II. Philosophy concentration
PHI 512, 570, and/or 580 (all recommended)

6 semester hours

III. Thesis

12 semester hours

A. Electives (6)
B. PHI 610 Thesis (6)

OR

IV. Nonthesis – electives

12 semester hours

A. Business or healthcare track

1. Limited to any one of the following that can be taken for graduate credit: PHI 405, 480, 482, 522

2. Other graduate-level electives: CRJ 504, GEO 525, HIS 555

B. Business track

COM 510; CRJ 522; GEO 521, 526; MGT 511, 513, 514, 587; PPA 504, 505, 553; WOS 502, 530, 539

C. Healthcare track

HEA 515 (strongly encouraged) and/or HEA 500, 501, 506, 512, 537, 550, 555, 640; NSG 521; SOC 519, 522

Certificate in Business Ethics

18 semester hours

The graduate certificate in business ethics, which requires no previous background in philosophy, offers training in moral reasoning within the business setting for those with undergraduate degrees who meet the graduate school's and department's entrance requirements. Students will develop skills in seeing, analyzing, and resolving problems in the workplace. The certificate, which can be completed in three semesters, consists of two required philosophy courses—PHI 502 and 580—and four elective courses selected with advisement.

Focused electives (choose two): COM 510; MGT 511, 513, 514, 587; PPA 504, 512, 552

Other electives (choose two): CRJ 504, 522; GEO 524, 525, 526; HIS 555; PHI 405, 422, 480, 482; WOS 502, 530, 539

Certificate in Healthcare Ethics

18 semester hours

The graduate certificate in healthcare ethics, which requires no previous background in philosophy, offers training in moral reasoning within the medical setting for those with undergraduate degrees who meet the graduate school's and department's entrance requirements. Students will develop skills in seeing, analyzing, and resolving problems in the healthcare field. The certificate, which can be completed in three semesters, consists of two required philosophy courses—PHI 502 and 570—and four elective courses selected with advisement.

Focused electives (choose two): HEA 515 (strongly recommended); HEA 500, 501, 506, 512, 537, 538, 550, 555, 640, 642

Other electives (choose two): CRJ 504; GEO 524, 526; HIS 555; PHI 405, 422, 482; NSG 521; SOC 519, 522

COURSE DESCRIPTIONS

PHILOSOPHY

Symbol: PHI

501 Graduate Proseminar (3) An introduction to graduate work in philosophy, emphasizing philosophical methodologies and current professional practices in the field.

502 History of Western Ethics (3) This course involves the study of the branch of philosophy called ethics and pays specific attention to the development of ethical ideas and approaches in Western thought throughout its history. Topics will cover some of the major contributions to moral thought by Plato, Aristotle, Aquinas, Kant, and Mill, as well as other vital figures. This course will cover the four major ethical approaches of virtue theory, natural law theory, deontology, and consequentialism. Restricted to

those with minimal preparation in philosophy.

512 Ethical Theories (3) An inquiry into the meaning, interpretations, and function of ethical theory in people's lives. The course will explore some combination of classic, modern, and contemporary ethical theories.

513 Aesthetic Theories (3) History of aesthetics, as seen in classic interpretations. Psychological and sociological origins of art; the role of art works in the enrichment of life.

514 Philosophy of Religion (3) Dominant trends in religious philosophy of the Western world. Religious language, reason and faith, science, the nature of man, the existence of God, and mysticism.

515 Existentialism (3) Background and themes of current existentialism, as reflected in Kierkegaard, Jaspers, Marcel, Heidegger, and Sartre. Evaluation of existentialism and its impact on contemporary

literature, drama, art, and society.

520 Philosophy of Mind (3) The human mind, according to representative views. Presuppositions and implications, both scientific and philosophic, traced and analyzed. The mind-body problem, perception, memory, and the implications of depth psychology.

521 Philosophy of Law (3) Consideration of the philosophical foundations of law. Topics may include the nature of law and its relation to rights, liberties, duties, liability, responsibility, and privacy; the nature of judicial reasoning; concepts of responsibility and liability; theories of punishment; causation in the law; discrimination and equality; the relation of law and morality; civil disobedience.

522 Philosophy of Science (3) The course begins with case studies in science and derives general principles from them. Scientific law, analogy, models, variant theories, confirmation, and interpretation.

525 Epistemology (3) This course provides an introduction to the major issues in contemporary analytic epistemology. Though epistemology has a long history in philosophy, contemporary epistemology has brought a modern scientific worldview and psychological accounts to bear on articulating the nature and justification of knowledge and belief. In the 20th century many philosophers began to investigate the social factors (including race and gender) and values on an understanding of knowledge. Among the topics to be examined are skepticism, epistemic contextualism, defining knowledge, foundationalism and coherentism, epistemic externalism, naturalized epistemology, and feminist and social epistemology.

◆ **531 Asian Philosophy (3)** Central figures and classic teachings of Eastern philosophy and religion: Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism; naturalistic and humanistic elements of decisive influence on the culture of the Orient.

536 Symbolic Logic (3) Basic principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes.

570 Bioethics (3) Philosophical analysis of ethical issues in medicine, research, and biotechnology.

580 Business Ethics (3) Examination of ethical theory and its application to issues in business and management.

581 Philosophy of Human Rights (3) An examination of theories of human rights and the bearing of these theories on public policy issues such as legitimacy of war and terrorism, economic justice, and whether future generations have rights. Topics include whether there are basic human rights, and if so, what they are, what is their nature or basis, and what arguments can be brought to bear upon these questions.

◆ **590 Independent Studies in Philosophy (3)**

◆ **599 Philosophic Concepts and Systems (3)** Basic concepts of the philosophic enterprise: form, matter, the categories, cause, and purpose. Relation of premises to method and conclusions. Rival theories are compared for justification and adequacy.

610 Thesis (3-6) By permission of thesis adviser.

◆ **640 Seminar (3)** Study and evaluation of the major works of one philosopher, such as Plato, Aquinas, Kant, or Wittgenstein.

The following undergraduate courses may also be taken for graduate credit, when properly approved: PHI 405 Feminist Theory, PHI 480 Environmental Ethics, PHI 482 Social Philosophy.

◆ This course may be taken again for credit.

Political Science

106 Ruby Jones Hall
West Chester University
West Chester, PA 19383
610-436-2743
Dr. Loedel, *Chairperson*
Dr. Osgood, *Director, Master of Public Administration; Assistant Chair for Graduate Affairs*

PROFESSORS

R. Lorraine Bernotsky, D.Phil., *University of Oxford*
Peter H. Loedel, Ph.D., *University of California, Santa Barbara*
Yury Polksky, Ph.D., *University of Michigan*
Frauke Schnell, Ph.D., *State University of New York at Stony Brook*

ASSOCIATE PROFESSORS

John J. Kennedy, Ph.D., *Temple University*
Duane D. Milne, Ph.D., *University of Delaware*
Bhim Sandhu, Ph.D., *University of Missouri*
Linda S. Stevenson, Ph.D., *University of Pittsburgh*

ASSISTANT PROFESSORS

Chris Stangl, Ph.D., *University of Wisconsin-Madison*
Jeffery L. Osgood, Ph.D., *University of Louisville*
Allison H. Turner, Ph.D., *University of Louisville*
Ashlie Delshad, Ph.D., *Purdue University*

COURSE DESCRIPTIONS POLITICAL SCIENCE

Symbol: PSC unless otherwise shown

548 The Communist Powers (3) Comparative study of various Communist systems, particularly the U.S.S.R. and China. Elite-mass relationships; role of

Jeremy N. Phillips, Ph.D., *Southern Illinois University-Carbondale*

Programs of Study

The Department of Political Science offers the master of public administration (M.P.A.) with a concentration in public administration. This is a professional degree and is described in the "Public Administration" section of this catalog.

MASTER OF PUBLIC ADMINISTRATION

Concentration in Public Administration

Curriculum	39 semester hours
I. Public administration core PPA 500, 501, 502, 503, 504, 505	18 semester hours
II. Elective course work	15 semester hours
General concentration electives selected under advisement Suggested (not required) electives: PPA 510, 511, 512, 513, 514 Note: Students may transfer these electives in from other departments within the University or from any approved graduate certificate program.	
III. Capstone seminar PPA 600	3 semester hours
IV. Internship or professional seminar PPA 601 Internship or PPA 602 Professional Seminar (required for students without sufficient professional work experience)	3 semester hours

Professional and Secondary Education

201 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2958
Dr. Elmore, *Chairperson*
Dr. Haggard, *Graduate Coordinator*

PROFESSORS

Deborah S. Brown, Ph.D., *University of Delaware*
Kimberlee S. Brown, Ph.D., *University of Pennsylvania*
Yi-Ming Hsu, Ed.D., *University of Georgia*
Thomas Mastrilli, Ed.D., *University of Pittsburgh*
Lesley A. Welsh, Ph.D., *University of Connecticut*

Marxism-Leninism; party, economic, and political structures. Secondary attention to Eastern Europe, Cuba, and nonruling parties.

551 The Politics of Non-Western Areas (3) Problems of nation building, political participation, and elite-mass relationships in the less-developed

nations. Latin American, Asian, or African nations may be stressed as a case study.

590 Independent Study in Political Science (1-3) Research projects, reports, and readings in political science. PREREQ: Approval of department chairperson.

ASSOCIATE PROFESSORS

David L. Bolton, Ph.D., *Florida State University*
 John Elmore, Ph.D., *Kansas State University*
 Cynthia Haggard, Ed.D., *Indiana University*
 Stephanie L. Hinson, Ed.D., *University of Virginia*
 Jane L. Kenney, Ph.D., *Temple University*
 Paul A. Morgan, Ph.D., *Teachers College, Columbia University*
 Christian V. Penny, Ph.D., *Pennsylvania State University*

ASSISTANT PROFESSORS

Robert Haworth, Ph.D., *New Mexico State University*
 Curry S. Malott, Ph.D., *New Mexico State University*

Programs of Study

The Department of Professional and Secondary Education offers the master of education, as well as graduate programs leading to teacher certification.

MASTER OF EDUCATION IN SECONDARY EDUCATION

Dr. Haggard, *Coordinator*

This program is designed primarily to strengthen the professional knowledge, skills, and understanding of the graduate student. Practicing teachers will increase their knowledge base of effective teaching. In addition to the education courses offered, the 15 semester-hour elective area allows students to increase their knowledge in the academic content area.

Admission Requirements

In addition to meeting admission requirements of the University, the student must

1. Be approved by the Department of Professional and Secondary Education for graduate work.
2. Attain an acceptable score on the Graduate Record Examination or the Miller Analogies Test. It is strongly recommended that the applicant have a valid teaching certificate.

Applicants whose certification is not in secondary education may, at the department chairperson's discretion, be required to take course work beyond the minimum semester-hour requirements for the degree.

Upon admission, students will be assigned advisers who will help them to outline the appropriate program. All work for the program must be approved by the program coordinator.

Requirements for Admission to Degree Candidacy

During the precandidacy period, the student must

1. Attain full status, if program admission status was provisional.
2. Complete these required courses: EDF 500 and 510, and EDP 550.
3. Achieve a minimum overall grade point average (GPA) of 3.0 and a minimum GPA of 3.0 in the required courses in the area of concentration.
4. Show evidence of academic, personal, and professional qualities that satisfy the adviser and the departmental graduate committee.

Curriculum

I. Required courses	36 semester hours
EDF 500 and 510, EDP 550	9 semester hours
II. Area of concentration requirements	12 semester hours
A minimum of 12 semester hours must be selected from the following: EDF 503, 504, 505, 506, 507, 509, 515, 516, 520, 570, 580, 581, 589, 590; EDP 531; EDS 502, 505, 524, 599; EDT 500, 501, 502, 503; EDU 501, 502	

III. Electives	15 semester hours
The electives may be from courses listed above, or from courses in the student's teaching field. They also may be a combination of both.	

Comprehensive Examination

Students must perform satisfactorily on a written comprehensive examination.

To be eligible, students must have

1. Taken the required courses: EDF 500 and 510, and EDP 550.
2. Completed 28 semester hours of work, including the nine semester hours of required courses and 12 semester hours from the area of concentration.
3. Attained a minimum overall GPA of 3.0 and a minimum GPA of 3.0 in the required courses and the courses in the area of concentration.
4. Received the approval of the departmental graduate coordinator.

Students who fail the comprehensive examination are allowed a second attempt. A second failure terminates candidacy.

Secondary Teaching Certification

The Department of Professional and Secondary Education offers a nondegree program for post-baccalaureate students seeking secondary teaching certification. Students must apply through the Office of Graduate Studies and Extended Education for the certification program and meet admission requirements specified by the Pennsylvania Department of Education (PDE) for the University. (See "Formal Admission to Teacher Education for Certification," page 22-23.) The program consists of six education courses, including a methods course offered by the academic area, plus a full semester of student teaching. Students must have academic course work in their subject area discipline(s) equivalent to an undergraduate B.S.Ed. from West Chester University. Undergraduate transcripts will be evaluated by the content area department to assess any additional course work that may be needed in the academic discipline.

Courses required for certification include EDA 511 and 541, EDF 589, EDP 531 and 550, EDS 505, EDR 545, EDT 500, LAN/ENG 586, and a subject area methods course. (Note: Some course work taken for certification may count for the M.Ed. in secondary education.)

Candidates must show evidence of completion of required ETS Praxis I and II tests to student teach. They must pass all Praxis tests to become program completers and qualify for Pennsylvania certification. See the department for current requirements.

The PDE has recently issued new program guidelines for secondary education. Candidates must meet with an adviser to ascertain new requirements.

MASTER OF EDUCATION

The master of education program has concentrations in chemistry, French, history, and Spanish, offered cooperatively by the College of Education and the College of Arts and Sciences. The academic requirements for each concentration are found under the respective department listing.

With this degree, students can strengthen their knowledge in the major subject area, as well as their professional knowledge and competence. Students earning degrees in this program are advised primarily by their academic department representative but also must consult with a professional and secondary education adviser concerning the education portion of their program. Note: This program does not lead to teacher certification without additional course work.

Curriculum

I. Professional education requirements*	36 semester hours
A. EDF 510	12 semester hours
B. A minimum of one course from each of the following groups:	
Group 1 EDF 516, 520, 580, 581, 589	
Group 2 EDF 503, 507, 509; EDP 531, 550, 557, 560, 569; EDS 524; EDU 502	
Group 3 EDC 567; EDF 504, 505, 506, 570, 590; EDS 502, EDU 501	
II. Concentration requirements	21-23 semester hours
A. EDF 500 (3)	
B. Academic subjects (18-20)	

(See respective academic department for details)

III. Electives (professional or academic)* 1-3 semester hours

Comprehensive Examinations

The student must perform satisfactorily on the final comprehensive examination covering the subject matter concentration and the professional education requirements.

Graduate Certificate Program in Education for Sustainability

Dr. Morgan, *Coordinator*

The graduate certificate program in education for sustainability (EFS) is designed for professionals who want to help others (students, co-workers, citizens) better understand the challenge of sustainability and become active participants in solutions. The EFS program consists of six courses that provide the perspective, experiences, and practical methods needed to integrate sustainability into the school, workplace, or community.

Curriculum

18 semester hours

Required: EDO 500, 510, 520, 550, and two elective courses selected in consultation with the program's director.

Graduate Certificate in Educational Technology

Dr. Penny, *Coordinator*

The educational technology certificate is designed to support professional educators with technology that connects them to data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective learning for all students. Effective teaching in the 21st century requires innovation, problem solving, creativity, continuous improvement, research, diagnostic use of data,

and flexible and personalized approaches to meeting students' diverse needs and strengths.

Since the department believes the best way to prepare teachers for connected teaching is to have them experience it, this program provides technology-supported learning experiences that promote and enable the use of technology to improve learning, assessment, and instructional practices. The certificate in educational technology supports and develops educator identities as fluent users of advanced technology, creative and collaborative problem solvers, and adaptive, socially aware experts.

Certificate Program

Curriculum	18 semester hours
I. Required	15 semester hours
EDT 500, 510, 517, 530, 540	
II. Elective	3 semester hours
One course selected under advisement	

Graduate Certificate in Entrepreneurial Education

Curriculum	18 semester hours
I. Required	6 semester hours
EDE 563, EEE 500	
II. Two of the following:	6 semester hours
EEE 501, 503, 504; MAT 595	
III. Two elective courses	6 semester hours
Selected under advisement of the program director	

*Chosen in conference with the secondary education and academic advisers according to the student's needs.

COURSE DESCRIPTIONS COUNSELOR EDUCATION

Symbol: EDC

540 Assessment Methods in Guidance (3) Emphasis is on the test and nontest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

FOUNDATIONS

Symbol: EDF

500 Methods and Materials of Research in Education (3) Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Each student prepares a research prospectus.

501 Research Methods for Teachers (3) Designed to offer a practical and accurate introduction to various research methods that can be applied to a classroom setting for improving teaching practices. PREREQ: EDT 500.

502 Methods and Materials of Research for Counselor Education (3) Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized. PREREQ: EDC 540.

506 Design and Use of Individualized Learning Packages (3) A review of commercially available individualized learning activity packages that permit students to progress through a learning continuum at their own pace. Students will be required to design and construct individualized learning packages in their teaching areas.

509 Contemporary Teaching Trends (3) Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.

510 Educational Foundations (3) History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

520 Comparative Education (3) Major problems of education in a number of other countries are related to similar problems in the United States. Contrasting purposes and philosophies, and differences in organization and administration are analyzed.

580 History of American Education (3) Nature and direction of American education, studied through individual and group research.

581 Philosophy of Education (3) Selected philosophies and their influence on educational principles and practices in a democratic social order.

583 The American School as Social Narrative (3) An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.

589 Sociological Foundations of Education (3) Study of the socio-cultural influences on the structure of American educational institutions.

599 Workshop in Professional Education (3)

ENVIRONMENTAL EDUCATION

Symbol: EDO

500 Environmental and Sustainability Education: History, Theory, and Practice (3) Advanced overview of the development of environmental and sustainability education with emphasis on theoretical perspectives and professional applications.

510 Systems and Sustainability (3) Examination of how "systems thinking" applies to learning for sustainability in schools and other institutions. Topics include curriculum, grounds, facilities, and missions.

520 Outdoor and Place-Based Education (3) School and organization-based applications of outdoor and place-based education, with emphases on experiential and authentic learning.

525 Independent Studies in Environmental Education (3)

Special research projects, reports, and readings in conservation and outdoor education. PREREQ: Permission of coordinator.

550 Education for Sustainability: Methods and Projects (3) Methods for integrating education for sustainability into schools and nonformal settings, using authentic projects to demonstrate and apply learning.

598 Workshop in Environmental Education (3)

EDUCATIONAL PSYCHOLOGY

Symbol: EDP

501 Young Adolescent/Adolescent Cognition, Development, and Learning Theories (3) This course is a study of the physical, personal, social, and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

531 Principles of Educational Testing (3) Designed to develop in teachers the skills important in the three areas of educational testing: teacher-made tests (objective and essay); computerized programs for grading and reporting results, and for improving the test quality through item-analysis procedure; and the evaluation of the psychometric characteristics of standardized tests.

550 Advanced Educational Psychology (3) Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

553 Assessment for Learning - Early Grades (3)

This course is designed to provide students with the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, monitor results of intervention and their instructional implications

for all students, and report assessment results. PREREQ: EGP 520.

554 Assessment for Learning - Middle Grades

(3) This course is designed to provide middle grade candidates the knowledge and skills to use multiple developmentally appropriate assessments (authentic screening, diagnostic, formative, and summative) to guide instruction related to standards, monitor results of interventions and their implications for instruction for all students, and report assessment results. This course has a 25-hour field experience. PREREQ: MGP 520, field clearances.

557 Essentials of Learning (3) Study of the applications of learning theory to classroom teaching, with emphasis on those principles derived from classical and operant conditioning. Retention and transfer of learning also considered.

560 Behavior Modification (3) Study of principles of classical and operant conditioning as they relate to the modification of student behavior in residential and educational settings. Emphasis on such areas as classroom discipline, student values, and student study habits.

569 Adolescent Development and Learning (3) Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

598 Workshop in Educational Psychology (3)

SECONDARY EDUCATION

Symbol: EDS

502 Secondary School Curriculum (3) Current practices and trends in reorganizing the secondary school curriculum in the major academic areas. The various integrating techniques. Curriculum development.

505 General Methods and Field Experience for Secondary Teachers (3) Students develop strategies that will increase the probability of their becoming successful classroom teachers. Topics include planning, instructional strategies, learning styles, motivation, and classroom management. Students will observe in area schools.

524 Supervision of Student Teaching (3) Designed for teachers who cooperate, or expect to cooperate, in West Chester University's student teaching program. Basic principles, practices, materials, and resources for an effective student teaching program. PREREQ: Certification for teaching.

590 Independent Study (1-3) Enrollment by

permission only; number of credits determined by department.

599 Workshop Secondary Education (3)

INSTRUCTIONAL TECHNOLOGY

Symbol: EDT

500 Integrating Educational Technologies for Effective Instruction (3) This course covers the breadth of the conceptual foundation needed to integrate technology into teaching. In this survey course, the focus is on learning a process for determining which electronic tools and which methods for implementing them are appropriate for classroom situations.

501 Using Internet Resources for Curriculum Development and Assessment (3) An in-depth course utilizing Internet resources for curriculum design, development, and assessment. Particular attention will be paid to the process of moving theory into practice to improve student learning. Extensive exposure to Web-based technologies and on-line resources, including professional journals, will be required in order to enhance familiarity with current educational issues and best practices. PREREQ: EDT 500.

502 Seminar and Field Experience in Educational Technology (3) Supervised use of educational technology integration in the field: clinical application of knowledge balancing the dynamic relationship of learning, teaching, and technology. Portfolio documentation of internship is required, as well as demonstration of professional skills and competencies, and pedagogical knowledge. PREREQ: EDT 500 and 501.

503 Learning and Leading with Technology (3) Participants will design comprehensive technology plans to create enhanced learning environments for all students to succeed. This course develops an informed leader involved with the change process in educational organization. The participants will analyze the impact of technology in the learning environment and identify key elements of professional development and support for change. In addition, educators will become familiar with technology funding sources and the grantwriting process.

510 Instructional Design with Emerging Technology (3) In this course students will apply their understanding of educational technology to the curriculum design process. Students will follow content area and pedagogical best practices in the design process. Special attention will be given to national

standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies.

529 Video Production for Researchers (3) Principles of video camera use and digital video editing techniques for teachers.

530 Digital Media Production and Storytelling (3)

This course offers an introduction to methods and strategies for the design and production of digital media and digital stories. Participants get hands-on experience with multimedia tools, produce their own new media and digital stories, learn to integrate digital stories in a school setting, and develop lessons that involve students in creating and sharing digital stories. Topics include digital storytelling as an educational tool, assessing digital stories, the art and practice of storytelling, the media production process, copyright, and fair use in education.

540 Teaching and Learning Online (3) This course, about teaching and engaging the online learner, is for teachers and teacher candidates to develop strategies that help learners be successful in an online environment. The primary objectives are to understand the emerging field of teaching K-12 students online and the essential differences from traditional face-to-face teaching; perceive the challenges offered by online resources, technologies, and online teaching; integrate various Web 2.0 tools to enhance online teaching and learning; develop strategies to foster student collaboration and communication within an online environment; and comprehend the broad concept of digital citizenship and its implications including ethical and legal issues.

ENTREPRENEURIAL EDUCATION

Symbol: EEE

500 Entrepreneurial Education (3) Course offers information and practical tools for innovative educators to transform creative ideas into classroom practice.

501 Emerging Science and Technology (3) Course demonstrates problem-based learning and the use of technology to inform education.

503 Applied Learning Seminar (3) Participants will learn and demonstrate the application of problem-based learning appropriate to classroom curriculum.

504 The 21st Century Educator Externship (3) Educators have discussions with leaders in business, industry, and research, as well as spend 35 hours "job shadowing" with professionals.

Psychology

West Chester University

West Chester, PA 19383

610-436-2945

Dr. Rieser-Danner, *Chairperson*

Dr. Gans, *Assistant Chairperson*

Dr. Johnson, *Graduate Coordinator*

Dr. Jennifer Bunk, *Graduate Coordinator, IO/General Programs*

PROFESSORS

Arvid Bloom, Ph.D., *Colorado State University*

Phillip K. Duncan, Ph.D., *University of Florida*

Susan Gans, Ph.D., *University of Chicago*

Vanessa K. Johnson, Ph.D., *University of California, Berkeley*

Sandra Kerr, Ph.D., *State University of New York at Stony Brook*

V. Krishna Kumar, Ph.D., *University of Wisconsin-Madison*

Deborah Mahlstedt, Ph.D., *Temple University*

Jack Porter, Ed.D., *Temple University*

Loretta Rieser-Danner, Ph.D., *University of Texas at Austin*

Jasmin Tahmaseb-McConatha, Ph.D., *University of Georgia*

Thomas Treadwell, Ed.D., *Temple University*

Stefani Yorges, Ph.D., *Purdue University*

Deanne Zotter, Ph.D., *Kent State University*

ASSOCIATE PROFESSORS

Julian Azorlosa, Ph.D., *University of Delaware*

Jennifer Bunk, Ph.D., *University of Connecticut*

Eleanor D. Brown, Ph.D., *University of Delaware*

Angela Clarke, Ph.D., *University of North Carolina-Chapel Hill*

Lauri Hyers, Ph.D., *Pennsylvania State University*

Geeta Shivde, Ph.D., *University of Oregon*

ASSISTANT PROFESSOR

Aaron Rundus, Ph.D., *University of California, Davis*

Programs of Study

The Department of Psychology offers the master of arts degree with concentrations in clinical psychology, general psychology, and industrial/organizational psychology.

Psychology Post-Master's Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure

This individualized post-master's program, culminating in a letter of completion, consists of a minimum of 12 credits. The program is tailored to individual students based on their prior master's level course work and their interests. The admissions process includes the development of an individualized, planned course of study designed to allow students to complete course work in areas necessary to be eligible for Pennsylvania licensure as a professional counselor. Students, in close consultation with program advisers, select courses from the current graduate offerings in the Department of Psychology. Courses are selected by examining students' master's degree programs and determining their areas of need, based on the National Board of Certified Counselors (NBCC) criteria, and/or based on students' interests. These courses are as follows:

EDC 556, PSY 501, 502, 506, 509, 512, 513, 521, 524, 526, 527, 540, 543, 544, 547, 549, 559, 565, 595, 595, 615, 616

Admission Requirements

The minimum admission standards for the Department of Psychology are an undergraduate GPA of 3.0, a psychology GPA for three or more courses of 3.25, GRE scores of 500 on both verbal and quantitative areas, and three letters of reference. An interview with the department admissions committee also may be required. Typically, admissions are made on a once-a-year basis with March 1 serving as the application deadline. Students accepted into a concentration may, with the approval of the graduate committee, transfer to another concentration. A few applicants who do not fully meet the outlined admission requirements may be admitted on a provisional basis depending on their maturity, relevant work experiences, and academic promise.

MASTER OF ARTS IN PSYCHOLOGY

(36-48 semester hours)

Several degree options are offered. The master of arts degree is offered with a concentration in clinical psychology for students who wish to work in a mental health setting or to continue their education at the doctoral level. A concentration in general psychology is offered for students interested in research, teaching, or in continuing their graduate studies at the doctoral level. The concentration in industrial/organizational psychology is designed for students interested in employment in business or industry or for those who wish to continue their education at the doctoral level in a related area. Students may have to take one or

more courses during the summer to complete their program. Students in the general psychology program must write a thesis. Students in the industrial/organizational program must complete an internship and a research report. Students in the clinical program must pass a comprehensive exam or write a thesis. More details about the program are available in the department's graduate handbook.

Concentration: Clinical Psychology

(48 semester hours)

The clinical concentration involves the following required course work: PSY 501, 502, 517, 524, 527, 540, 544, 549, 559, 595, 615, and 616. Students also are required to take 12 semester hours of electives selected from PSY 506, 509, 512, 513, 514, 519, 530, 543, 547, 550, 565, 568, 581, 590, 600, 610, and EDC 521, 556. In addition, a two-semester-hour clinical practicum (PSY 615) and a four semester-hour clinical internship (PSY 616) are required.

Concentration: General Psychology

(36 semester hours)

The following nine semester hours of course work are required: PSY 501, 502, and 524. All students in this concentration must complete a research report (PSY 600) and write a thesis (PSY 610). All students also must take nine semester hours from the following courses: PSY 464, 470, 506, 509, 512, 517, 540, 560, 562, and 568. All students must also complete 12 semester hours of electives chosen from within the core courses listed above, from courses outside of psychology (with permission of program adviser), or from the following list: PSY 410, 445, 475, 513, 519, 521, 526, 530, 543, 547, 559, 563, 564, 565, 567, 569, 581, or 590. No more than six semester hours of 400-level courses are allowed as electives.

Concentration: Industrial/Organizational Psychology

(39-42 semester hours)

The industrial/organizational concentration includes 21 semester hours of required course work (PSY 501, 502, 524, 560, 562, 563, and 566). A three-credit internship (PSY 630) and a three-credit research experience (PSY 600) also are required. In addition, students must take at least four elective courses which, in combination with their internship and research experience, will enable them to explore a particular aspect of the field in greater depth. Some elective courses may be taken outside of the Department of Psychology. Courses restricted to clinical psychology majors cannot be taken as electives. With careful selection of electives, internship, and research focus, students will be able to develop specialization in performance analysis and training, personnel evaluation and placement, or aspects of group and organizational processes in industrial/organizational psychology. Students may, with permission, enroll for the thesis (PSY 610) for three hours. Students electing the thesis option will complete 42 semester hours.

COURSE DESCRIPTIONS*

PSYCHOLOGY

Symbol: PSY

501 Introductory Statistics for the Behavioral Sciences (3) Central tendency, variability, standard scores, correlation, probability, sampling, tests of hypotheses, "t" test, chi square, distribution-free statistics, and introduction to analysis of variance.

502 Advanced Statistics for Behavioral Sciences (3)

This course covers inferential statistical techniques with emphasis on application to research in psychology and related areas. PREREQ: PSY 501 or equivalent.

506 Learning and Cognition (3) Survey and critical review of existing theories of learning and relevant research data.

509 Advanced Social Psychology (3) Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and

quasi-experimental research methodology.

510 Graduate Research in Psychology (3) This course gives graduate psychology students an opportunity to learn about and engage in psychological research, independent of required or optional thesis research. Most research participation will be collaborative, with students working closely with a department faculty member.

512 Psychology of Personality (3) The interaction and effects of forces that influence personality development. Normal and neurotic development are contrasted. Principles of personality measurement are explored.

513 Group Interventions I (3) This course introduces theory and practice of psychodrama as a psychotherapeutic modality, emphasizing psychodramatic and sociometric techniques. It gives each person a chance to participate in using sociometry and psychodrama techniques and integrates the theoretical with the ap-

plied components of psychodrama.

514 Group Interventions II (3) Continuation of PSY 513 at an advanced level with emphasis on clinical sociometry, the social atom concept, auxiliary ego techniques, and directing. Instruction will include both didactic and experiential modes.

517 Adult Psychopathology (3) Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders. PREREQ: An undergraduate course in abnormal psychology and PSY 512, or equivalents, or permission of instructor.

519 Child and Adolescent Psychopathology (3) Advanced study of abnormal child and adolescent behavior including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of

these disorders. PREREQ: A course in developmental psychology, PSY 512 and PSY 517 or equivalents, or permission of instructor.

521 Issues in Autism: Diagnosis and Behavioral Treatments (3) Study of the assessment and treatment of children and adults with autism spectrum disorders, related disorders, and associated problems. Detailed coverage of current validated assessment and treatment practices, with emphasis on behavior analytic procedures. Instruction will occur via current books, periodicals, testing materials, videos, and role-play activities.

524 Psychometrics: Measurement and Evaluation (3) A survey of measurement theory in psychology with emphasis on the logic of measurement, scaling models, statistical methods, construction of valid and reliable measures. PREREQ: PSY 501 or equivalent.

526 Program Evaluation (3) A survey of procedures for planning and evaluating programs in psychology, education, government services, health and welfare, etc. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing. Case studies of evaluation from a variety of disciplines will be reviewed.

527 Cognitive and Behavior Therapy (3) Application of learning principles and environmental control to behavior change. Foundation principles, techniques, and assessment methods of modification. PREREQ: PSY 506 or equivalent and PSY 559.

530 Human Sexual Behavior (3) The study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge.

540 Multicultural Psychology (3) An exploration of the ways in which diversity, discrimination, racism, and power (both internationally and within the U.S.) affects our self image, identity, and relationship with others.

543 Psychology of Group Processes (3) Survey of psychological group processes, tracing the origins and historical development of the major theoretical orientations.

544 Intelligence Testing (3) Historical development, administration, scoring, and interpretation of the Wechsler scales. PREREQ: PSY 524 or equivalent. By permission only (usually restricted to clinical psychology majors).

547 Interpersonal Relationships within Groups (3) A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods.

549 Personality Assessment (3) History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective and objective techniques. PREREQ: PSY 517 or equivalent. Re-

stricted to clinical psychology majors, or others with permission of instructor.

559 Psychotherapy (3) Theoretical considerations, principles, techniques, and problems involved in counseling and psychotherapy. Usually restricted to clinical psychology majors. PREREQ: PSY 512 and 517 or equivalents.

560 Industrial Psychology (3) Application of individual differences, learning, and aptitudes to functions such as personnel selection, placement, training, and evaluation.

562 Organizational Psychology (3) Focus on the relation between the individual and the organization. Elements of the organization that affect behavior are considered. Research designs appropriate to individual cases are presented.

563 Performance Analysis (3) An accomplishment-based approach to the analysis of human performance. Topics include measurement and analysis of performance opportunities and strategies for improving performance.

565 Psychology of Women (3) A study of behaviors and experiences of women; biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings are explored.

566 Seminar in Industrial/Organizational Psychology (3) A second-year capstone course covering a variety of current issues in I/O selected by students and instructor. PREREQ: PSY 501, 502, 524, 560, 562, 563.

567 Psychology and Training (3) An overview of the training process in organizations. Topics range from needs analysis to evaluation of training programs.

568 Psychopharmacology (3) An introduction to the mechanisms of action, effects, and side effects of those psychoactive drugs most commonly encountered by mental health practitioners. Both psychotherapeutic drugs and drugs of abuse will be discussed. The course will focus on the implications of these drugs for our understanding of the neurochemical basis of both normal and abnormal behavior. PREREQ: An undergraduate course in physiological psychology and PSY 517 or consent of instructor.

569 Industrial/Organizational Consulting Practices (3) Tools, techniques, and practices required for successfully applying industrial/organizational psychology knowledge within organizations. PREREQ: PSY 560 or 562.

581 Eating Disorders (3) An in-depth study of anorexia nervosa, bulimia nervosa, and other variants of disordered eating.

590 Topical Seminar in Psychology (1-3) Special topics in psychology not offered under existing regularly offered courses. PREREQ: Permission of instructor or graduate coordinator.

595 Ethics and Professional Skills in Clinical

Practice (3) Study of the ethical practice of individual counseling and psychotherapy with a focus on ethical standards and process-oriented techniques. Restricted to clinical psychology majors. PREREQ: PSY 517 and 559.

600 Research Report (3) An original review of the literature.

610 Thesis (3-6) An original empirical study. PREREQ: Permission of graduate coordinator.

615 Clinical Practicum in Psychology (2-6) Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions. PREREQ: PSY 502, 512, 517, 524, 544 or 549, 559, and 595. Restricted to clinical psychology majors and recommendation of graduate clinical faculty.

616 Internship in Clinical Psychology (4-12)

Supervised experience in professional psychological activities. Internship builds on skills developed in PSY 615 and is completed in cooperation with area mental health agencies and institutions. PREREQ: PSY 615.

630 Internship in Industrial/Organizational

Psychology (3) Supervised professional participation in applied psychological activities within a business or organizational setting. PREREQ: Permission of instructor.

The following 400-level course is frequently taken for graduate credit.

445 Organizational Development (3) Major theoretical, research, and applied issues in organizational diagnosis and change. Class sessions are experientially oriented.

These additional 400-level courses may be taken for elective graduate credit with the permission of the course instructor and the student's program adviser, and/or the Department of Psychology graduate coordinator: PSY 443 (Psychology of Group Processes); 445 (Organizational Development); 464 (Physiological Psychology); 470 (Sensory and Perceptual Processes); 475 (Cognitive Psychology); 480 (Neuropsychological Rehabilitation); 490 (Topical Seminar in Psychology).

Descriptions of these courses can be found in the current West Chester University Undergraduate Catalog and on the Web at www.wcupa.edu.

Requirements in addition to those existing for undergraduates are imposed for any 400-level course taken for graduate credit. No more than six credits of 400-level course work may be applied toward a graduate degree.

*All courses in the Department of Psychology are restricted to those students who have been admitted to a degree program by the Department of Psychology, or to those who have received special permission from the Department of Psychology graduate coordinator.

Public Administration

Graduate Center

1160 McDermott Drive

West Chester University

West Chester, Pennsylvania 19383

610-436-2438

Fax: 610-436-3047

E-mail: mpa@wcupa.edu

Website: www.wcupa.edu/mpa

Dr. Jeffery L. Osgood, Jr., *Director, M.P.A. Program*

PROFESSOR

R. Lorraine Bernotsky, D. Phil., *Political Science*

ASSISTANT PROFESSORS

Jeffery L. Osgood, Jr., Ph.D., *Political Science*

Jeremy N. Phillips, Ph.D., *Political Science*

Allison H. Turner, *Political Science*

Program of Study

The master of public administration (M.P.A.) is a professional degree with areas of concentration in general public administration, human resource management, and nonprofit administration. In addition, graduate certificates, which can be coupled with the M.P.A. general concentration, are offered in healthcare administration, sport management and athletics, and urban and regional planning.

The degree is designed to equip students with the skills necessary to enhance the field of public service through positions both inside and outside government in the nonprofit and even private sector, e.g., as consultants to governmental organizations or as governmental service providers. The M.P.A. curriculum provides students with a foundation in the practice of public administration. Beyond that, students earning the degree will possess a high level of competency in administrative processes for the public sector.

The curriculum is designed for individuals with professional work experience who want to enhance their administrative and public management skills, as well as preservice students who do not have professional experience. Students who lack work experience will incorporate a relevant internship or other job experiences into their programs.

MASTER OF PUBLIC ADMINISTRATION

Curriculum	36–39 semester hours
I. Public administration core	18 semester hours
PPA 500, 501, 502, 503, 504, 505	
To be completed by all M.P.A. students	
II. Electives	15 semester hours
Selected under advisement of the M.P.A. director or faculty adviser.	
Students may transfer these electives in from other departments within the University or from any approved graduate certificate program.	
III. Capstone seminar	3 semester hours
PPA 600	
IV. Internship or professional seminar	3 semester hours
Required for students without sufficient, professional public sector work experience. Students are strongly encouraged to take the internship instead of the professional seminar. Students must seek approval from the program director to enroll in the professional seminar.	
PPA 601 or 602	

Admission Requirements

The application is available online at www.wcupa.edu/grad/. Students should submit the following materials to the Office of Graduate Studies:

- Completed graduate application, including a statement of how the M.P.A. furthers the individual's professional goals
- Official academic transcript(s) from all colleges and universities attended at both the undergraduate and graduate levels
- Two letters of reference from current or former supervisors who can attest to the applicant's management potential
- Resume

M.P.A. – HUMAN RESOURCES MANAGEMENT

This concentration is designed for individuals who want to enhance their knowledge of personnel administration. It is appropriate both for people interested in human resources management as a career as well as for operations managers who want to enhance their supervisory skills in employee assessment, placement, evaluation, and development.

Curriculum	39 semester hours
I. Public administration core	18 semester hours
PPA 500, 501, 502, 503, 504, 505	
II. Concentration requirements	9 semester hours
PPA 551, 552 or 553, 554	
III. Electives	6 semester hours
Selected under advisement of M.P.A. director or faculty adviser	
IV. Capstone seminar	3 semester hours
PPA 600	
V. Internship or professional seminar	3 semester hours
Required for students without sufficient, professional public sector work experience	
PPA 601 or 602	

M.P.A. – NONPROFIT ADMINISTRATION

This concentration is designed for those who want to enhance their knowledge of nonprofit administration. It is appropriate for individuals pursuing careers in a wide range of nonprofit fields and is intended to provide a core set of skills and knowledge for people who desire to enhance their management and supervisory skills within the context of a nonprofit organization.

Curriculum	39 semester hours
I. Publication administration core	18 semester hours
PPA 500, 501, 502, 503, 504, 505	
II. Concentration requirements	9 semester hours
PPA 531, 533, 535	
III. Electives	6 semester hours
Selected under advisement of M.P.A. director or faculty adviser	
IV. Capstone seminar	3 semester hours
PPA 600	
V. Internship or professional seminar	3 semester hours
Required for students without sufficient, professional public sector work experience	
PPA 601 or 602	

M.P.A. – PUBLIC ADMINISTRATION

This concentration focuses on public-sector management at the local and regional levels. It is appropriate for managers and officials from local, county, and regional government bodies who desire to enhance their general management skills as well as gain insight into public policy issues of particular concern to these officials. See "Political Science" for further information and course descriptions.

Curriculum	39 semester hours
I. Public administration core	18 semester hours
PPA 500, 501, 502, 503, 504, 505	
II. Concentration electives	15 semester hours
Suggested (not required) electives, selected under advisement from M.P.A. director or faculty adviser: PPA 510, 511, 512, 513, 514	
Note: Students may transfer these electives in from other departments within the University or from any approved graduate certificate program.	
III. Capstone seminar	3 semester hours
PPA 600	
IV. Internship or professional seminar	3 semester hours
Required for students without sufficient, professional public sector work experience	
PPA 601 or 602	

Certificate in Administration

The certificate in administration is designed for persons who desire to enhance their management and supervisory skills. To earn the certificate, students must complete the 18-semester hour administration core with a minimum grade of "B" in each course. Those interested in the certificate option must follow and meet the same admissions criteria as master's degree students.

Degree students also may apply for the certificate after completing the administration core requirements with a minimum grade of "B" for each course.

Curriculum	
Administration core	18 semester hours
PPA 500, 501, 502, 503, 504, 505	

Certificate in Human Resources Management

The certificate in human resources management is designed for graduate students who want to enhance their skills and knowledge in the area of human resources. Students may earn the certificate by completing each of the following human resources management courses with a minimum grade of B in each: PPA 504, 550, 551, 552, 553, and 554.

Degree students in the M.P.A. human resources concentration are eligible for the certificate after completing the stated requirements.

Individuals with a bachelor's degree may pursue the certificate independent of the full M.P.A. Such applicants must apply under the professional growth admissions category and must meet all the admissions requirements required for the M.P.A.

Certificate in Nonprofit Administration

The certificate in nonprofit administration is designed for those who desire to enhance their management and supervisory skills within the context of a nonprofit organization.

To earn the certificate, students must complete the 18-semester-hour nonprofit administration core and six semester hours of nonprofit administration electives (PPA 530, 531, 533, 535, and two electives taken under advisement) with a minimum grade of "B" in each course.

Degree students also may apply for the certificate after completing the administration core requirements with a minimum grade of "B" for

each course. Arrangements and requirements are to be confirmed in writing.

Certificate in Urban and Regional Planning

Curriculum

I. Public administration core	36 semester hours
PPA 500, 501, 502, 503, 504, 505, and 600	21 semester hours
II. Certificate core	3 semester hours
GEO 525 (required)	
III. Certificate electives	12 semester hours
Select from the following courses: GEO 502, 503, 505, 506, 507, 509, 521, 524, 526, 527, 530, 531, 534, 536, 538, 554, 577, 584, 585, 590, 615; PSC 542; PPA 514, 600*, 601**	

*Capstone Seminar will serve as an elective for the certificate and a required core course for the M.P.A.

**Required for students without sufficient professional work experience; see the department chair for advisement.

COURSE DESCRIPTIONS PUBLIC ADMINISTRATION

Symbol: PPA

500 Foundations of Public Service (3) Introduces students to the practice and discipline of public administration and the values of public service. Special emphasis is placed on the concepts of pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. Students also are introduced to the ethics of public administration and nonprofit organizations.

501 Research Methods in Public Administration (3) Application of the logic of scientific methodology and research design construction to the practice and discipline of public administration. Emphasizes hypothesis development and testing, data collection, measurement problems, and theory application.

502 Policy Analysis and Program Evaluation (3) This course introduces students to the practice of policy analysis and program evaluation. Emphasis is placed on the applied nature of both. Students are introduced to both quantitative and qualitative methods of evaluation.

503 Public Budgeting and Finance (3) This course introduces students to the principles and procedures of public budgeting and finance. Emphasis is placed on the budgeting process.

504 Public Human Resource Management (3) This course introduces students to human resource management in the public and nonprofit sectors. Topics include federal and state employment laws, job analysis, recruitment and selection, performance evaluation, compensation and benefits, training and development, labor-management relations, and human resource information technology.

505 Public Sector Organization Theory (3) This course introduces students to the study of organization theory within the context of the public sector. Issues of organization design and effectiveness are explored. Schools of thought include classical, neoclassical, human resources, modern structural, organizational culture, and open-systems theory.

◆ **510 Topics in Public Administration (3)** Intensive study of selected topics in public administration current to students' interests and needs.

511 Technologies for Public Administrators (3) This course introduces students to the technologies of public policy and administration. Topics include e-government (Web-based service delivery), computer software and networks, geographic information systems, and Web presence.

512 Communications for Public Administrators (3)

Development of communication skills for the effective writing of letters, memos, reports, and proposals. The course will survey communication issues specific to public and nonprofit management.

513 Administrative Law (3) A survey of the legal environment of public administration. Topics include the development of and trends in administrative law, including the rights, duties, and liabilities of public officials.

514 American Public Policy (3) Survey of literature, examination of approaches, and discussions of concepts and issues in the field of American politics and policy processes.

◆ **530 Topics in Nonprofit Administration (3)** Intensive study of selected topics in nonprofit administration that are current to students' interests and needs.

531 Foundations in Nonprofit Administration (3) Introduces students to the practice of nonprofit administration. Core functions of the field are surveyed including financial and organizational management, role of boards, and strategic planning.

532 Grant Writing (3) Art of grant writing via proposal development processes. Targeting proposals to public, private, and nonprofit agencies.

533 Nonprofit Fund-Raising Essentials (3) Emphasizes the concepts and tools necessary for understanding the fund-raising process. Topics include relationship building, the solicitation process, specific fund-raising strategies, and ethical considerations.

534 Nonprofit Program Evaluation and Assessment (3) Examines performance measurement and outcomes assessment as they relate to managing nonprofit organizations. An emphasis will be placed on the assessment process and closing the loop by incorporating assessment outcomes into decision making and planning.

535 Strategic Management for Nonprofit Organizations (3) This course is an advanced management course in the nonprofit concentration of the M.P.A. degree program and is designed to prepare students for a career in executive management in public-sector organizations. The course examines the overall concepts of management and strategy in nonprofit and government settings, and the role of board and executive leadership in providing strategic direction for the organization.

The course examines topics of special importance in the governance and strategic management of public sector organizations, including organization development, board leadership, strategic planning, human resource management, organizational performance and effectiveness, and marketing.

◆ **550 Topics in Human Resources Management (3)** Intensive study of selected topics in human resource management that are current to students' interests and needs.

551 Staffing and Development (3) Examines all legal and regulatory factors affecting staff selection and development. Includes all applicable federal laws and practices as well as employee orientation, training, and development.

552 Employee Relations (3) Emphasizes employee relationships with management, particularly in a non-union environment. Covers issues such as policy formulation, compliant systems, employee rights, performance appraisals, employee morale and motivation, and factors affecting employee health, safety, and security.

553 Labor Relations (3) Analyzes labor-management relationships, particularly with respect to federal laws and regulations, administration of labor contracts, mediation, and arbitration processes. Incorporates all legal aspects of collective bargaining as well as related practices, and strategies of negotiation, unfair labor practices, and the management of organization-union relations.

554 Compensation Analysis and Benefits Planning (3) Examines the legal and regulatory factors affecting compensation and benefits administration within the public and nonprofit sectors. Reviews compensation philosophies and economic factors affecting pay plans, as well as the type and characteristics of specific compensation and benefits programs.

600 Capstone Seminar in Public Administration (3) This course integrates knowledge from the curriculum and uses it to demonstrate mastery of required competencies to complete a directed research project. Students will also submit their required competencies assessment portfolio.

601 Public Policy and Administration Internship (3) Intensive field placement in a public sector or nonprofit organization through faculty guidance and supervision. Students will be required to complete a project as part of their internship.

602 Professional Seminar in Public Administration (3) This course is designed to provide students with an equivalent experience to that of an internship in the public sector. Students will interact with practicing public administrators and nonprofit professionals on a weekly basis and engage in assigned case study readings focused on the practice of public administration. Students are required to spend an intensive two-to-three-day period of time with a selected public-sector or nonprofit organization. Lastly, as a class, students will complete a public service project over the course of a semester. Students are strongly encouraged to take the internship, and enrollment in this course requires the permission of the program director.

◆ This course may be taken again for credit.

Social Work - Graduate

Reynolds Hall
 650 Reynolds Alley
 West Chester University
 West Chester, PA 19383
 610-436-2664
 Dr. Abbott, *Chairperson and M.S.W. Program Director*
 Ms. Robb, *Director of Field Practice*
 Ms. Greenwood, *M.S.W. Program Recruiter*

PROFESSORS

Ann A. Abbott, Ph.D., *Bryn Mawr College*
 Gwenelle O'Neal, *D.S.W., Columbia University*
 David I. Siegel, *D.S.W., Columbia University*

ASSOCIATE PROFESSORS

Nadine Bean, Ph.D., *Case Western Reserve University*
 Wan-Yi Chen, Ph.D., *Columbia University*
 Linda Ello, Ph.D., *Rutgers -The State University*

ASSISTANT PROFESSOR

Page Buck, Ph.D., *Bryn Mawr College*

Program of Study

The Department of Social Work is approved to offer the M.S.W. by West Chester University and the State System of Higher Education. The program is accredited by the Council on Social Work Education (CSWE).

The M.S.W. is a 60-hour program with a concentration in direct practice with individuals, families, and communities. The program can be completed in two academic years full time and three or four years part time; however, qualified applicants holding a B.S.W. within the past five years from a CSWE-accredited program may qualify for advanced standing and reduce their time of enrollment. The first year of study focuses on foundation or generalist social work practice, and the second year focuses on the concentration. Besides course work, students are placed in internships (field practicums) in social service agencies concurrently with practice courses. Advanced study in working with individuals, families, and communities is augmented by six hours of graduate-level electives taken in the department or throughout the University. Also, as a requirement for graduation, students complete a practice research paper and formally defend it.

Students applying to the program should meet the following criteria:

- GPA of 3.00 (students who do not meet this requirement may be considered for provisional status) the Department of Graduate Social Work does not give credit for life experience or previous work experience.
- For admission, competency is required in the following areas: humanities, English composition, social sciences (such as sociology, psychology, women's studies) and math/science (preferably human biology and statistics, but other math and science courses will be considered). Competency can be verified by completed course work, CLEP examination, or comprehensive examination. Applications without these core liberal arts requirements will be reviewed; however, applicants will be required to submit proof of competency prior to beginning field practicum.
- TOEFL score if applicant is not a native English speaker
- Appropriate visa for international students. International students should follow the admissions requirements outlined on the University's International Studies website.
- Evidence applicant has complied with Act 33 and criminal clearance check (required for students' internships in social service agencies)

A limited number of advanced-standing slots are open to students

holding a B.S.W. from a program accredited by the CSWE. This optional form of program admittance allows the student to enter the program during the summer, enroll in three "bridge" courses, and move directly into the concentration (second) year. Those with advanced-standing status can complete the program in one year full time or two years part time. To qualify for this level of enrollment, applicants must meet the minimum criteria as follows:

- B.S.W. from a CSWE-accredited program within the last five years;
- a GPA of 3.25 (based on a 4.0 scale) in the social work major;
- an overall cumulative GPA of 3.0 (based on a 4.0 scale);
- an advanced standing recommendation completed by the director of the B.S.W. program that granted their degree;
- all requirements set for regular admission to the M.S.W. program (see above); and
- no grades lower than a B in the following undergraduate courses: two courses in practice, two courses in policy, two courses in human behavior in the social environment, one course in research methods, one course in statistics, a field experience of at least 400 clock hours supervised by an M.S.W. field instructor.

Because the number of admission slots for advanced standing is limited, students who do not meet the criteria or are not admitted to this status because it is already filled automatically will be reviewed for regular admission.

Students applying to the program who have completed work in other accredited M.S.W. programs should make an appointment with the director to review official transcripts of previously completed work. Courses for transfer credit will be evaluated for compatibility with the West Chester University M.S.W. curriculum on the basis of similarity in course objectives, text books, assignments, and required readings. Only practice and policy courses from CSWE-accredited programs will be considered for transfer into the practice and policy sequences.

Students wishing to transfer credits taken in programs other than social work may petition to have courses in human behavior, research, and elective areas considered. The same criteria referred to above will apply to these requests.

Transfer requests should be put in writing with supportive documentation—transcript and course syllabi—and submitted to the director. Transfer credit is limited to courses in which a grade of A or B was attained. No credit is given for prior life or employment experiences.

MASTER OF SOCIAL WORK

Course of Study

Typically, M.S.W. students enroll in 15 hours each semester. The program is broken down into two segments, the foundation and concentration years. Following is the course of study generally taken by students in the program.

REGULAR FULL-TIME PROGRAM

Year I

Fall Semester	15 semester hours
SWG 501, 511, 541, 554, and 596	

Spring Semester	15 semester hours
SWG 502, 533, 555, 564, and 597	

Year II

Fall Semester	15 semester hours
SWG 534, 561, 562, and 598	
500-600 level elective*	
Spring Semester	15 semester hours
SWG 535, 542, 563, and 599	
500-600 level elective*	

PART-TIME, FOUR-YEAR PROGRAM

A part-time study plan is offered to a select number of students. Those

admitted to this plan must commit themselves to the following schedule:

Year I

Fall Semester

SWG 511 and 541

Spring Semester

SWG 533 and 555

Year II

Fall Semester

SWG 501, 554, and 596

Spring Semester

SWG 502, 564, and 597

Year III

Fall Semester

SWG 561, 562, and 598

Spring Semester

SWG 542, 563, and 599

Year IV

Fall Semester

SWG 534

500-600 level elective*

Spring Semester

SWG 535

500-600 level elective*

ADVANCED-STANDING, FULL-TIME PROGRAM

Students enrolling full time in the advanced-standing track follow the course schedule below:

First Summer Session (May - June)

SWG 503 and 511

6 semester hours

6 semester hours

9 semester hours

9 semester hours

9 semester hours

9 semester hours

6 semester hours

6 semester hours

6 semester hours

Second Summer Session (June - July)

SWG 564

Fall Semester

SWG 534, 561, 562, and 598

500-600 level elective*

Spring Semester

SWG 535, 542, 563, and 599

500-600 level elective*

3 semester hours

15 semester hours

15 semester hours

ADVANCED-STANDING, PART-TIME PROGRAM

Students enrolling part time in the advanced-standing track follow the course schedule below:

First Summer Session (May - June)

SWG 503 and 511

6 semester hours

Second Summer Session (June - July)

SWG 564

3 semester hours

Year I

Fall Semester

SWG 561, 562, and 598

Spring Semester

SWG 542, 563, and 599

9 semester hours

9 semester hours

Year II

Fall Semester

SWG 534

500-600 level elective*

6 semester hours

Spring Semester

SWG 535

500-600 level elective*

6 semester hours

Electives can be taken outside of the department with approval and also during the summer.

COURSE DESCRIPTIONS

SOCIAL WORK

Symbol: SWG

501 Social Work Practice I (3) This course provides an introduction to generalist social work practice including its models, purpose, method, values, and ethics. It incorporates a problem-solving framework and ecological systems perspective and stresses the influence of diversity on practice.

502 Social Work Practice II (3) This course focuses on change theories, intervention strategies, and extended knowledge and skills for working with individuals, families, groups, communities, and organizations. PREREQ: SWG 501.

503 Integrative Social Work Bridge Course (3) This course, required of all advanced-standing students, provides preparation for entry into the second year concentration in direct practice with individuals, families and communities. It integrates foundation values, knowledge, and skills from the content areas of social work practice, human behavior in the social environment, social welfare policy, social work research, and field practicum. PREREQ: Admission to the advanced-standing M.S.W. program.

511 Human Behavior in the Social Environment: The Dialectic of Oppression and Liberation (3) Within the context of a diverse and stratified society, this course examines the impact of discrimination and oppression on members of special groups, i.e., ethnic minorities, women, elderly, disabled, gays, and lesbians while considering the effects of diversity on human behavior and attitudes. It also considers the richness of human diversity.

533 Methods of Social Work Research (3) This course provides students with a theoretical foundation in the method of social work research. The characteristics of scientific inquiry, the structure of theories, problem and hypothesis formulation, models

of research design, sampling, measurement, and the logic of causal inferences are taught.

534 Advanced Research Methods (3) In this course students learn advanced qualitative and quantitative data analysis skills, evaluation of one's own practice, and program evaluation. Particular attention is given to preparation for the student's applied research project. PREREQ: SWG 533.

535 Applied Social Work Research Seminar (3) Under the direction of a faculty member, M.S.W. candidates in the seminar propose, complete, and defend a research project that demonstrates their command of theory integration and research methodology as it applies to social work practice. Successful completion of this capstone course satisfies the Office of Graduate Studies requirement for a comprehensive examination for a master's degree. PREREQ: SWG 534.

541 Social Welfare Policy and Services (3) This course emphasizes the historical, economic, political, and philosophical foundations of American social welfare policy.

542 Advanced Social Work Policy Analysis and Change (3) This course emphasizes advanced level critical and comparative analysis of social policy. Theories of social and organizational change, administration, and legislative advocacy also are reviewed and applied to policy implementation. PREREQ: SWG 541.

544 Human Behavior in the Social Environment (3) This course uses a developmental and ecological perspective to explore the interaction of biological, psychological, and sociocultural systems, and the influence of human diversity and economics as determinants of human behavior of individuals and families.

555 HBSE: Groups, Organizations, Communities (3) Using both critical and systems approaches, this mezzo/macro level course focuses on assessing the impact of diversity, culture, and oppression on

group, organizational, and community development. Multicentric models of group, organizational, and community behavior will be explored and implications for social work practice examined. PREREQ: SWG 511 and 541.

561 Advanced Social Work Practice with Individuals (3) Building on the problem-solving framework, this course focuses on theory-integrated practice. Particular attention is given to psychological, cognitive/behavioral, and social structural theories. PREREQ: SWG 502. COREQ: SWG 598.

562 Advanced Social Work Practice with Families (3) This course will include advanced knowledge and skills for work with families. The focus is on the major theoretical approaches to work with families, including family systems, structural family therapy, and symbolic experiential family therapy. PREREQ: SWG 502. COREQ: SWG 598.

563 Advanced Social Work Practice in Communities (3) This course will focus on approaches to social change in communities including planning, locality development, and social action models of community organization. Emphasis will be placed on advocacy, empowerment, and social justice with locational, identification, and interest communities. PREREQ: SWG 502. COREQ: SWG 599.

564 Human Behavior in the Social Environment: Mental Health and Illness (3) Using a bio-psychosocial ecological template for analysis, this course examines major childhood, adolescent, and adult psychiatric disorders. The impact of the medical model, the DSM IV, and managed care are evaluated in light of social work values and practice. PREREQ: SWG 511, 541, 554.

570 Social Work and Chemical Dependency (3) This course reviews the major approaches to understanding chemical dependency and to the assessment and treatment with individuals, families, and groups. The pharmacology of drugs and alcohol and the

nature of the addiction is included as is the influence of culture, ethnicity, gender, the peer group, and social deviance.

571 Social Work with Older Adults (3) This course reviews the status and position of older Americans in society, the community, and the social service delivery system. There is a focus on social work assessment and intervention with elderly clients regarding issues of health, chronic illness, intellectual and emotional status, depression and dementia, relations with the family, care-giving social networks, poverty, retirement, death, and bereavement. Specific approaches to working with older adults are reviewed. PREREQ: SWG 502 or permission of instructor.

573 Advanced Theory and Practice with Severe Mental Illness (3) This course focuses on diagnostic theories and principles of assessment and intervention with the severely mentally ill. PREREQ: SWG 502, 564, or permission of instructor.

574 Micro-Practice in Occupational/Industrial Social Work (3) This course covers theory, knowledge, and skills necessary for conducting micro-level practice in workplace settings. PREREQ: SWG 502 or permission of instructor.

576 Social Work in Child Welfare (3) This course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. It examines issues and builds practice skills related to assessing risk to safety in families, child

maltreatment, family preservation services, and substitute care such as kinship care, foster care, residential treatment facilities, and permanency planning including adoption. PREREQ: SWG 502 or permission of instructor.

577 Social Work in Disasters: From Mental Health Services to Recovery through Rebuilding (3) This course focuses on the characteristics, strengths, and service needs of individuals, families, and communities that have experienced a disaster (whether natural or manmade) with resultant mass trauma, deaths, and extensive loss of housing and infrastructure. The course considers individual and family events within their ecological context (including global) and works to build sensitivity to and acceptance of various family forms, community alliances, and cultural patterns. This course will cover all aspects of disaster relief work including mental health services, psychological first aid, critical incident stress management, community recovery, and policy development for disaster preparedness and community rebuilding. PREREQ: SWG 502 or 503 or permission of instructor.

590 Seminar in Social Work (3) In-depth topics in social work offered to complement the program's concentration and not offered in required courses.

591 Independent Study in Social Work (1-3) An independent project developed by a student under the guidance of a specific faculty member.

596 Practicum I (3) This course is a structured field

experience at an approved social agency for 250 hours during the semester. Students learn the beginning application of the generalist model of practice and professional social work roles. COREQ: SWG 501, 554.

597 Practicum II (3) This course involves a structured field experience at an approved agency for 250 hours during the semester. Students continue developing the role of beginning professional social worker and methods of social work practice while using the generalist model. PREREQ: SWG 596. COREQ: SWG 502, 564.

598 Practicum III (3) This course involves a structured field experience at an approved social agency for a total of 300 hours for the semester. Students incorporate advanced-level intervention skills with individuals, families, and communities into their professional roles. PREREQ: SWG 597. COREQ: SWG 561, 562.

599 Practicum IV (3) This course involves a structured field experience at an approved social agency for a total of 300 hours during the semester. The student's experience in field practice culminates through coordination within the professional role: integration of theory to practice with individuals, families, and communities; knowledge of the impact of social policy; the role of research in practice; and the influence of diversity and oppression. PREREQ: SWG 598. COREQ: SWG 563.

Sociology — See Anthropology and Sociology

Special Education

304 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2579
Dr. Wandry, *Chairperson*
Dr. McGinley, *Graduate Coordinator*

PROFESSORS

Vicki A. McGinley, Ph.D., *Temple University*
Donna Wandry, Ph.D., *University of Florida*

ASSOCIATE PROFESSORS

Corinne Murphy, Ph.D., *Ohio State University*
Claire Verden, Ed.D., *Arcadia University*

ASSISTANT PROFESSORS

Beatrice A. Adera, Ph.D., *University of North Texas*
N. Kim Doan, Ph.D., *University of Virginia*
Tara C. Guerrero, Ph.D., *Northwestern University*
S. Christy Hicks, Ph.D., *University of North Carolina*
York Williams, Ph.D., *Temple University*

Programs of Study

The Department of Special Education offers the master of education in special education (in traditional or online formats), post baccalaureate Pennsylvania teacher certification in special education, a graduate certificate in autism studies, and a graduate certificate in universal design for learning and assistive technology (online program).

THE MASTER OF EDUCATION PROGRAM ALONE DOES NOT LEAD TO PENNSYLVANIA LEVEL I CERTIFICATION IN SPECIAL EDUCATION. THE GRADUATE CERTIFICATES DO NOT LEAD TO PENNSYLVANIA LEVEL I CERTIFICATION IN SPECIAL EDUCATION.

MASTER OF EDUCATION IN SPECIAL EDUCATION

Admission Requirements

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, all applicants seeking initial (Pennsylvania Level I) certification through this master's degree are subject to the GPA admission requirements specified by the Pennsylvania Department of Education (PDE).

In addition, the following specific criteria must be met:

1. An undergraduate GPA of 3.0 on a 4.0 scale is required, calculated on the last 48 credits earned and minimum GPA of 2.5 for all undergraduate courses. (If an applicant possesses a master's degree, the GPA requirement applies to that degree.)
2. If the undergraduate GPA (on the last 48 credits) is less than 3.0, a candidate may submit satisfactory GRE or MAT scores (at or above the 50th percentile) to demonstrate academic competencies.
3. A copy of the Pennsylvania Instructional I Certificate must be submitted to the Office of Graduate Studies for admission.
4. Other requirements include a statement of goals, three letters of reference, approval by the Department of Special Education, and approval by the dean of graduate studies.

Degree Candidacy

Students must apply to be admitted to candidacy after the completion of 12 semester hours of work at West Chester University, including EDF 500 or 501 and two courses from the special education program. Grade point averages inconsistent with standards required in graduate studies at West Chester University (minimum cumulative GPA of 3.0).

Curriculum

I. Professional education courses	33 semester hours
EDF 500 or 501, and one of the following selected with adviser:	6 semester hours
EDF 510, EDP 550, and EDT 500	
II. Special education core	15 semester hours
EDA 503, 506, 544, 580, and 591	

III. Areas of concentration/tracks

Student will select an area of concentration:

Universal design for learning and assistive technology
(online program)

Autism*

Diversity in the classroom/multicultural and urban education

Literacy

Mathematics

Sciences

Special education (high or low incidence)

TESL*

6 semester hours

recent 48 credits of college/university course work and 2.85 total undergraduate cumulative GPA. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)

3. Evidence of having taken courses in mathematics and English. (Students may be admitted provisionally without these courses; however, they must take them within the first two semesters of graduate work.)

Formal Admission to Teacher Certification Program

Students must do the following:

1. Meet the above program entry requirements
2. File a form in the certification office
3. Receive a passing score on Praxis Skills examinations
4. Receive department approval

Certification Requirements**A. Students already possessing teacher certification in an approved area of study must have the following:**

1. Baccalaureate degree from a regionally accredited college or university
2. Minimum GPA of 2.8 on a 4.0 scale calculated on the most recent 48 credits of college/university course work and 3.0 total undergraduate cumulative GPA. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Evidence of a Pennsylvania teacher certification in an approved area of study (early grades preparation Pre-K–4; middle grades preparation, grades 4–8; grades 7–12 content area; reading specialist, and elementary education K–6)
4. Evidence of having completed college-level studies in English composition (three credits), literature (three credits), and mathematics (six credits).

Note: Students may be admitted provisionally without these courses; however, they must take them within the first two semesters of graduate work.

B. Students who wish to pursue certification in special education at the post-baccalaureate level at WCU must follow these requirements:

Students who do not already possess a teaching certification in one of the approved areas of study listed above may not be admitted into the post-baccalaureate certification in special education. However, with evidence of admission into teacher certification in another approved area of study (early grades preparation, middle grades preparation, grades 7–12 content area, or reading specialist), students may **concurrently take courses** toward their special education certification listed below. Upon completion of their initial certification in the other approved area of study, students will need to reapply to WCU as a post-baccalaureate certification student in special education and take any remaining course work needed to complete the special education certification. Department advisement is necessary for this process.

Note: Evidence of Chapter 49.13 competencies must be met. If this is not present, or if course work does not meet these competencies, students may need to take additional course work, under advisement.

Curriculum

24-30 semester hours

Special education core courses

EDA 514 or 515, 516, 521, 523, 542, 544, 574, 582

Certificate in Autism

18 semester hours

This certificate is being offered for practitioners and parents alike who wish to earn a certificate of specialization in autism spectrum disorders. The program provides participants, who currently (or may in the future) work with individuals with autism spectrum disorders, the skill

*This area of concentration has an optional certificate program. Certificate programs may require special admission and additional course work for certificate completion. Contact the host department for details.

ONLINE MASTER OF EDUCATION IN SPECIAL EDUCATION**Admission Requirements**

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, all applicants seeking initial (Pennsylvania Level I) certification through this master's degree are subject to the GPA admission requirements specified by the Pennsylvania Department of Education (PDE).

In addition, the following specific criteria must be met:

1. An undergraduate GPA of 3.0 on a 4.0 scale is required, calculated on the last 48 credits earned and minimum GPA of 2.5 for all undergraduate courses. (If an applicant possesses a master's degree, the GPA requirement applies to that degree.)
2. If the undergraduate GPA (on the last 48 credits) is less than 3.0, a candidate may submit satisfactory GRE or MAT scores (at or above the 50th percentile) to demonstrate academic competencies.
3. A copy of the Pennsylvania Instructional I Certificate must be submitted to the Office of Graduate Studies for admission.
4. Other requirements include a statement of goals, three letters of reference, approval by the Department of Special Education, and approval by the dean of graduate studies.

Degree Candidacy

Students must apply to be admitted to candidacy after the completion of 12 semester hours of work at West Chester University, including EDF 500 or 501 and two courses from the special education program. Grade point averages must be consistent with standards required in graduate studies at West Chester University (minimum cumulative GPA of 3.0).

Curriculum

33 semester hours

I. Professional education courses

6 semester hours

EDF 500 and EDT 500

II. Special education core

15 semester hours

EDA 503, 506, 544, 580, and 591

III. Areas of concentration/tracks

12 semester hours

Select one area of concentration from those below and complete four courses in that area:

- Universal design for learning and assistive technology (online program)
- Special education (high or low incidence)

Note: Applicants may be required to take EDA 542, prior to core special education (EDA) courses. This is determined through advisement and transcript review.

POST-BACCALAUREATE CERTIFICATION IN SPECIAL EDUCATION**Admission Requirements**

The applicant must have the following:

1. A baccalaureate degree from a regionally accredited college or university
2. A minimum GPA of 3.0 on a 4.0 scale calculated on the most

sets necessary to build and work within an interdisciplinary approach to effective and empirically based treatment of these individuals. Interdisciplinary areas covered include communicative disorders, kinesiology, psychology, and special education.

Admission requirements are a bachelor's degree from an accredited, four-year, degree-granting institution and a 3.0 GPA.

Required courses include EDA 520 (prerequisite for the remaining five courses in the program), EDA 503 and 530, KIN 587, PSY 521, and SPP 565.

COURSE DESCRIPTIONS SPECIAL EDUCATION

Symbol: EDA (unless otherwise noted)

The following courses may be taken as electives by anyone in a graduate program, subject to approval from the department and the student's adviser.

503 Family Systems in Special Education: Field and Seminar (3) This course bases its objectives on the knowledge of families of children with disabilities as essential for the child's education. The family is studied so that the teacher can best know how to work with diverse families and family systems.

504 Advanced Methods for Low-Incidence Disabilities (3) The purpose of this course is to introduce students to the essentials of the systematic instruction of functional life skills for learners with severe disabilities across the domains of a functional curriculum. A field component is required in the class.

505 Advanced Methods for High-Incidence Disabilities (3) This course is designed to prepare teachers to work with children with high-incidence disabilities. It provides an overview of curriculum and instructional methods. Emphasis is placed on understanding and analysis of learning problems and academic interventions.

506 Legal Issues in Special Education (3) This course presents information on legislation that governs the delivery of special education services. Attention will be given to teachers' challenges in implementation and compliance, and writing legally sound individualized educational plans and service agreement plans.

507 Diversity Within the Context of Disability (3) Required for the post baccalaureate and M.Ed. programs in special education, this course gives students an opportunity to explore different race, social class, gender and ethnic group orientations in relation to disability status in order to educate all children effectively. The course will cover desirable changes in attitude perceptions, understanding, and practices when working with exceptional children, youth, and families.

509 Single-Subject Research (3) This course addresses the application of research methods commonly referred to as single-subject design to problems in education.

510 Collaboration (3) This course will prepare teachers in inclusive strategies and effective skills for collaboration. Students will learn practical methods to support the needs of all students in the K-12 classroom. Teachers will understand the importance of collaboration in the planning and evaluation of educational programs of children with disabilities in the general education classroom.

511 Inclusion and Collaboration (3) The purpose of this course is to prepare teachers to cultural changes evident in American public education with respect to inclusion and the education of students with disabilities. Students will examine their beliefs about inclusion and collaboration, hear new perspectives on

these philosophies, learn how to work collaboratively with other professionals, and learn practical methods to support all students in the classroom.

513 Career Development and Transition Systems Structures (3) This course will address post-school support structures that serve students with disabilities as they transition into adult life, stressing legislative foundations, interagency linkages, school-business partnerships, referral processes, and seamless systems of service delivery. The teacher practitioner as change agent will be an underlying theme.

514 PreK-8 Aspects of Transition (3) This course will address support structures that serve students with disabilities as they transition from homebound to and throughout the PreK-8 school system. PREREQ: EDA 542.

515 Middle/Secondary Career Development and Transition (3) This course addresses lifespan issues for persons with disabilities, stressing assessment, planning, and instructional strategies that promote successful movement to and through adult roles. PREREQ: EDA 542.

516 Curriculum and Instruction for Individual Learning Differences I (3) This course is designed to prepare students to assist children and youth with disabilities achieve skills in academics and functional life domains. PREREQ: EDA 542.

517 Technology and Universal Design for Learning (3) This course provides an introduction to the principles of universal design for learning (UDL), the incorporation of assistive technologies to accomplish UDL, and strategies for its inclusion in diverse instructional settings. Crosslisted with EDT 517.

EDA 519 Introduction to Assistive Technology (3) This course focuses on the awareness of assistive technologies as it relates to education, communication, vocation, recreation and mobility for students with disabilities. Crosslisted with EDT 519.

520 Introduction to Autism: Understanding Autism and the Interdisciplinary Process (3) This course addresses the principles and strategies involved in an interdisciplinary approach to the treatment of individuals with autism. Faculty from the departments of Communicative Disorders, Kinesiology, Psychology, and Special Education provide students with an opportunity to reflect upon the characteristics of individuals with autism spectrum disorders within the individual discipline and how to work successfully within an interdisciplinary setting.

521 Assistive Technologies for Communication and Participation (3) This course will present various types of communication disorders and the impact of high- and low-level technology, specifically augmentative and alternative communication systems and assistive technologies to support the child with disabilities in the K-12 classroom.

522 Integrating Assistive Technology in the Classroom (3) This seminar/field experience is the final course in the assistive technology certificate program. Designed for educational professionals, it is focused on the integration of assistive technologies

Certificate in Universal Design for Learning and Assistive Technology (online program) 18 semester hours

The certificate in UDL/AT provides professionals, parents, and other community members instruction and training in assessment, pedagogy, and technology that support the students who rely on UDL and AT for learning.

Admission requirements are a bachelor's degree from an accredited, four-year, degree-granting institution and a 3.0 GPA.

Required courses are EDA/EDT 517, EDA/EDT 519, EDA/SPP 521, EDA 522, EDA 542, and EDT 500.

into the K-12 classroom.

523 Curriculum and Instruction for Individual Learning Differences II (3) This course is designed to support students in the research, development, and implementation of instruction for students with disabilities. PREREQ: EDA 516 and 574.

529 Communication Development and Assistive Technologies for Students with Disabilities (3) This course will provide a broad overview of normal and atypical communication development among students with disabilities, including the impact of high- and low-level technology. PREREQ: EDA 542.

530 Teaching Children with Autism (3) This course serves as an in-depth analysis of the unique education needs of students with autism spectrum disorders. Students will learn about the educational issues surrounding autism spectrum disorders including history, etiology, current legislation, instructional strategies, and issues related to transition. In addition students will develop a working sense of classroom assessment and intervention strategies specific to educational settings for students with autism spectrum disorders.

541 Foundations of Special Education (3) The study of children whose intellectual, physical, social, and/or emotional characteristics are significantly different from those of children whose needs are met through regular educational routes.

542 Foundations of Special Education (3) This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, special education processes, and the characteristics of individuals with disabilities.

544 Classroom Management (3) Exploration of current practices in the management and modification of behavior. The professional's role in achieving a better basis for meaningful communication with the special child. Problems that may interfere with teacher effectiveness are discussed. PREREQ: EDA 542 or equivalent.

550 Special Topics (1-3) An in-depth study of selected special education topics relevant for professionals' academic growth.

573 Assessment in Special Education (3) Diagnostic procedures and subsequent educational prescriptions useful with students experiencing learning difficulties. PREREQ: EDA 541 or equivalent.

574 Assessment and Special Education (3) This course is designed to introduce students to instructional assessment in special education and the development of relevant education plans to meet federal regulations. PREREQ: EDA 542.

580 Contemporary Issues and Trends (3) Current trends, problems, and issues in special education, teacher education, research, and administration will be explored. Emerging concepts relating to special education will be emphasized. PREREQ: EDA 541 or equivalent.

581 Practicum: Special Education (3) Offers students an opportunity to put skills gained through course work into practice under supervision from the

department. Weekly seminar required. PREREQ: EDA 541 or equivalent.

582 Special Education Field and Seminar (3-9)

This is a required course for students pursuing special education certification at the post-baccalaureate level. The student will have direct experience with students with disabilities receiving special education

services. PREREQ: EDA 516, 529, 542, 544, 574, and 514 or 515.

590 Independent Study (1-3)

591 Final Project (3) This course will provide the student the opportunity to learn how to evaluate and interpret published research, to conduct a critical

research review, and to develop and produce an original research paper. Offered on a two-semester basis with each part carrying three credits. PREREQ: EDF 500.

592 Workshops in Special Education (1-3) A number of these workshops will be focused on inclusive instruction and strategies.

Teaching English as a Second Language

103 Main Hall
West Chester University
West Chester, PA 19383
610-436-2752
Dr. Molholt, *Coordinator*

PROFESSORS

Garrett G. Molholt, Ph.D. (*English*)
Frederick R. Patton, Ph.D. (*Languages and Cultures*)

ASSOCIATE PROFESSORS

Charles E. Grove, Ph.D. (*Languages and Cultures*)
Andrea Varricchio, Ph.D. (*Languages and Cultures*)

ASSISTANT PROFESSORS

Maria José Cabrera, Ph.D. (*Languages and Cultures*)
Chui Kian (Esther) Smidt, Ph.D. (*Languages and Cultures*)

Programs of Study

The master of arts in teaching English as a second language is an interdisciplinary program contributed to by the departments of English, Languages and Cultures, Anthropology and Sociology, Communication Studies, and Philosophy. The program is designed for those preparing to teach English to students whose first language is not English; graduates of this program are also prepared to design ESL/EFL curriculum and to assess the linguistic development of second language students. Students wishing to enter the program must consult the coordinator. Also offered is the certificate of preparation in ESL teaching, a graduate program that leads to the Pennsylvania Department of Education's qualification for teaching ESL PK-12 in the public schools. The certificate courses may be applied toward the M.A. in TESL. Provided that entering students are precertified in a stand-alone area, this certificate qualifies graduates for public school ESL teaching in Pennsylvania. Both the M.A. and certificate programs provide background in linguistics, sociolinguistics and culture, and teaching methodology in TESL.

Admission Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester, applicants must document background in the following areas: (1) Introduction to Linguistics (subject to approval by a TESL program adviser); (2) 24 semester hours of a second language/English/linguistics/philosophy/communications; (3) six semester hours of anthropology/sociology/psychology; (4) experience in learning a second language; (5) proficiency in English. A mini-

mum TOEFL score of 580 is required of all non-native speakers of English for admission to the TESL program. Students with a TOEFL score slightly lower than 580 may be admitted provisionally to the TESL program. Provisionally admitted students will, in consultation with their adviser, select additional English language courses in order to meet this language proficiency requirement by the time of degree candidacy (after 12-15 credits).

Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits). Students must pass an oral and written comprehensive examination before graduating.

M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

Curriculum

36 semester hours

I. Required courses

24 semester hours

ENG 575, 576, 581, 587; ENG/LAN 582 or LIN 540; ENG/LAN 583; LAN 500, 503

Students submitting equivalent courses for any of the above may substitute, under advisement, courses from the electives below.

II. Electives

12 semester hours

Selected from the electives below. At least one course must be selected from Group 1 and one from Group 2.

Group 1: ENG 577, 579, 582*, 589 (seminar with a linguistic focus); LIN 503, 540; LIN/COM 515 (or other LIN/COM courses)

Group 2: ENG 580, 586, 588, 589 (seminar with a methodology focus), 610, 611; ENG/LAN 612; LAN 504, 505, 580, 590, 600; LIN 504, 505, 512, and 590

Certificate of Preparation in ESL Teaching

The certificate of preparation in ESL teaching plus a valid Pennsylvania Instructional I or II Certificate are required for ESL instructors in Pennsylvania public schools effective at the start of the 2004-2005 school year.

Curriculum

18 semester hours

Required courses

18 semester hours

ENG 575, 576, 587; LAN 500, 503; ENG/LAN 582 or LIN 540

*Either ENG 582 or LIN 540 required; the other course may count as a Group 1 elective; additional courses may be used as electives subject to approval by the graduate coordinator.

COURSE DESCRIPTIONS

TEACHING ENGLISH AS A SECOND LANGUAGE

Symbols: ENG (English), LAN (Languages and Cultures), LIN (Linguistics)

ENG 575 Structure of Modern English (3) Analysis of the details and system of English grammar. Consideration of alternate approaches in analyzing English sentences. Application of analyses to grammar instruction.

ENG 576 Curriculum and Materials for TESL

(3) Application of basic second language learning principles to the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum design.

ENG 579 History and Dialects of American English (3) Exploration of the historical, cultural, social, and linguistic conditions and processes contributing to the development of varieties of American English. Linguistic and sociolinguistic analysis of varieties of American English, including regional, social, and

gender varieties, as well as register. Consideration of implications of nonstandard language varieties for education.

ENG 581 Teaching Reading and Writing to ESL/Second Language Students (3) ESL/second language reading and writing research and theory; connections to first language/literacy models; techniques, materials, and tasks that facilitate the acquisition of ESL/second language literacy.

ENG/LAN 582 Sociolinguistic Issues in ESL/Second Language Education (3) Introduction to

social, historical, legal, and cultural issues influencing language use and language learning in language minority communities, schools, and homes. Introduction to issues in bilingual education and language programs for immigrants around the world.

ENG/LAN 583 Second Language Acquisition (SLA) (3) Introduction to key issues in SLA research and theory. Analysis of SLA studies and

connection to second language teaching. Design of original mini-study of second language learning.

ENG 586 Field Experiences and Issues in ESL Teaching (3) Provides opportunities for students to observe ESL instruction in a variety of settings, as well as assist ESL instructors in the classroom, including elementary, secondary, university, and adult community programs. Discussion and projects allow

students to connect their experiences and observations to current TESL theory and trends introduced in course readings.

ENG 587/ESL Practicum I (1-6) Assists students in developing ESL teaching skills. Encourages reflection on practice and examination of personal beliefs on practice.

Theatre and Dance

119 E.O. Bull Center for the Arts

West Chester University

West Chester, PA 19383

610-436-3463

Dr. Rovine, *Chairperson*

PROFESSOR

Harvey Rovine, Ph.D., *University of Illinois*

ASSOCIATE PROFESSORS

Leonard Kelly, M.F.A., *University of Texas*

Elizabeth Staruch, M.F.A., *University of North Carolina-Greensboro*

Gretchen Studlien-Webb, M.F.A., *Temple University*

Juliet Wunsch, M.F.A., *Carnegie Mellon University*

ASSISTANT PROFESSORS

Rebecca A. Field, D.Mus., *Indiana University*

Thomas Haughey, M.F.A., *University of Connecticut*

Joan Mary Morgan, M.F.A., *Brandeis University*

Emily Rogge, M.F.A., *University of California, Irvine*

Larry Smiglewski, M.F.A., *University of Houston*

Maria Urrutia, M.Ed., *Temple University*

The Department of Theatre and Dance does not offer a graduate degree.

Graduate-level courses are open to those who hold a baccalaureate degree and meet West Chester University standards for admission to graduate studies.

COURSE DESCRIPTIONS

THEATRE

Symbol: THA

516 Theatre and Application of Creative Dramatics (3)

The use of creative dramatics as a teaching method in the classroom. Practice and application of theories and techniques.

Women's and Gender Studies

535 Main Hall

West Chester University

West Chester, PA 19383

610-436-2853

Dr. Mader, *Director*

Until further notice, no new students will be admitted into this program.

COURSE DESCRIPTIONS

PSYCHOLOGY

Symbol: PSY

565 Psychology of Women (3) Develops a scientific and rational understanding of the behavior and experience of women.

WOMEN'S AND GENDER STUDIES

Symbol: WOS

502 Special Topics (3) In-depth study of selected topics in women's studies not included under existing, regularly offered courses.

530 Women in Leadership: Critical Issues (3) Survey of the literature that defines and discusses critical issues for the woman leader. Some issues center around lifestyle choices and conflicts (loneliness, family pressure) and others around organizational barriers and alternative means to overcome them.

531 Management of Leadership: Laboratory

Course (3) The study and practice of alternative leadership modes. The course uses workshop techniques to teach speech, small-group dynamics, and other communication skills, and problem-solving strategies.

533 Woman Executive: Research Seminar (3) A seminar that requires each student to complete an original project on the goals, problems, choices, or successes of women in middle- or upper-level management positions. The use of case studies, surveys, oral history, and other research techniques will be explored. An appropriate internship may be substituted for this course.

◆ **539 Independent Study (3)** A project to be developed independently by the student working with a specific instructor.

◆ This course may be taken again for credit.

Commonwealth of Pennsylvania
 Tom Corbett, *Governor*
STATE SYSTEM OF HIGHER EDUCATION
 Peter Garland, *Acting Chancellor*

Board of Governors

Guido M. Pichini, *Chair*Wyomissing
 Marie Conley, *Vice Chair*Harrisburg
 Aaron A. Walton, *Vice Chair*Pittsburgh
 Richard I. Alloway IIHarrisburg
 Matthew E. BakerWellsboro
 Tom CorbettHarrisburg

Sara J. DicksonClarion
 Laura E. EllsworthPittsburgh
 Michael K. HannaLock Haven
 Ronald G. HenryBryn Mawr
 Bonnie L. KeenerCalifornia
 Jonathan B. MackIndiana

Joseph F. McGinnLinwood
 Harold C. ShieldsAllison Park
 Robert S. TaylorSolebury
 Ronald J. TomalisHarrisburg
 David F. WolfeSlippery Rock
 John T. YudichakHarrisburg
 †F. Eugene Dixon, Jr., *Chairperson Emeritus*

West Chester University Council of Trustees

Thomas A. Fillippo, <i>Chair</i>Malvern	Peter Garland, <i>ex-officio</i>Harrisburg
J. Adam Matlawski, <i>Vice Chair</i>Malvern	Jonathan IrelandCoatesville
Christine Costello, <i>Secretary</i>West Chester	Christopher LewisBerwyn
Jessica AliceaHorsham	Marion MoskowitzMalvern
Barry C. DozorBroomall	Eli SilbermanUnionville
Christopher H. FranklinPaoli	Robert TomlinsonBensalem

*Bernard J. Carrozza, *Trustee* *†Johanna K. Havlick, *Trustee* *William E. Hughes Sr., *Trustee* *J. Curtis Joyner, *Trustee* *John Unruh, *Trustee*

West Chester University Foundation Board of Trustees

James Shinehouse '80, *President*
 John N. Nickolas '90, *Vice President*
 May Van M '89, *Treasurer*
 Sandra F. Mather '64, M'68, *Secretary*
 Thomas A. Fillippo '69, *Council of Trustees Representative*
 Richard T. Przywara, *Executive Director*
 Keith Beale '77
 Matthew Bricketto
 Millie C. Cassidy
 Kate Cipriano '00
 Christopher J. DiGiuseppe '89

Judith Finkel '73
 Jane B. Fontaine '74
 Christopher Franklin '87
 Cheryl Fulginiti '80
 David A. Gansky '88
 Carl Gersbach '70
 John A. Gontarz
 Maury Hoberman
 David P. Holveck '68
 Donald E. Leisey '59
 Emily Jane Lemole
 Donald R. McIlvain

Thomas E. Mills IV '81
 Mark P. Mixner
 H. Viscount Nelson '61
 John R. Panichello '83
 Mark G. Pavlovich
 Paula D. Shaffner '80
 John Stoddart '93, M'99
 Samuel C. Thompson, Jr. '65
 George H. Walls, Jr. '64
 Greg R. Weisenstein

Tracey Dukert '06, *Director, Alumni Relations*
 Kerry Acker '05
 John Beatty '66
 Michael DePrisco '92, M'95
 Mark Drochek '86
 Patrick Gonzalez '79

Francis J. Green '72
 Matthew Holliday '09
 Judi Kaplan Ivins '77
 L. James Kiscaden '65, M'73
 Richard Knorr '75
 Rick Loughery '06, M'10
 Amy Miller-Spavlik '90, M'92

Matthew Mullen '05
 Andrea Pavone '07
 Nick D. Polcini '00, M'05
 Scott Reid '96
 Jennifer Slavin '04, M'10
 Jeffrey Stein '91

*Carmen Evans Culp '52, M'64
 †Janice Weir Etshied '50
 *Karl Helicher '72, M'82, M'87
 *Richard Merion '59, M'69
 *John F. Murphy '43
 *Luther B. Sowers '49

*Emerita or Emeritus

†Deceased

Administration

President	Dr. Greg R. Weisenstein
Executive Deputy to the President	Mr. Lawrence A. Dowdy
Director, Social Equity	Ms. Barbara Schneller
Provost and Vice President for Academic Affairs	Dr. Linda L. Lamwers
Associate Vice President for Academic Affairs and Dean of Graduate Studies and Extended Education (Interim)	Dr. R. Lorraine Bernotsky
Dean, College of Arts and Sciences	Dr. Lori Vermeulen
Associate Dean, College of Arts and Sciences (Interim)	Dr. Hyoejin Yoon
Dean, College of Business and Public Affairs and Associate Provost	Dr. Christopher M. Fiorentino
Associate Dean, College of Business and Public Affairs	Dr. Michelle Patrick
Dean, College of Education	Dr. Kenneth Witmer
Associate Dean, College of Education	Dr. George Drake
Associate Dean, College of Education (Interim)	Dr. Sally Winterton
Dean, College of Health Sciences (Interim)	Dr. Ray Zetts
Associate Dean, College of Health Sciences (Interim)	Dr. Charlotte Mackey
Dean, College of Visual and Performing Arts	Dr. Timothy V. Blair
Associate Dean, College of Visual and Performing Arts	Dr. John Villella
Dean, Undergraduate Studies and Student Support Services	Dr. Idna Corbett
Associate Vice President for Planning and Academic Administration	Dr. Vernon B. Harper, Jr.
Assistant Vice President for Enrollment Management and University Registrar	Mr. Joseph Santivasci
Assistant Vice President for International Programs	Dr. David Wright
Director, Academic Development Program	Dr. Allan Hill
Director, Admissions	Ms. Marsha Haug
Director, Business Technology Center	Mr. Thomas Pavelchek
Director, Financial Aid	Mr. Dana C. Parker
Director, Institutional Research	Ms. Lisa Yannick
Director, Learning Assistance and Resource Center	Ms. Gerardina L. Martin
Director, Library Services	Mr. Richard Swain
Director, Pre-Major Academic Advising Center	Dr. Joanne Conlon
Director, Teacher Education Center	Dr. James Price
Executive Director, Distance Education	Dr. Rui Lui
Vice President for Administration and Finance	Mr. Mark P. Mixner
Assistant Vice President for Finance and Business Services	Ms. Bernadette Hinkle
Associate Vice President for Human Resources	Mr. Michael T. Maloy
Executive Director, Facilities Design and Construction	Ms. Dolores Giardina
Executive Director, Facilities Management	Mr. Greg Cuprak
Director, Accounting and Financial Reporting	Mr. Kevin P. McCadden
Director, Budget and Financial Planning	Ms. Colleen Bradley
Director, Business Services	Ms. Marianne Peffall
Director, Custodial Services	Mr. Mark DeLucia
Director, Environmental Health and Safety	Ms. Gail Fellows
Director, Facilities Financial and Support Services	Ms. Sue Miller
Director, Plant Operations	Mr. Bob Bollinger
Director, Public Safety	Mr. Michael D. Bicking
Director, Student Financial Services (Bursar)	Mr. Daniel Pauletti
Manager, Grounds and Support Services	Mr. Daniel Nece
Manager, Payroll Operations	Ms. Marlene Civitella-Vining

Vice President for Advancement and Sponsored Research	Dr. Mark G. Pavlovich
Associate Vice President for Sponsored Research	TBA
Director, Alumni Relations	Ms. Tracey Dukert
Director, Conference Services	Ms. Mary Beth Kurimay
Director, Cultural and Community Affairs	Mr. John Rhein
Director, Public Relations and Marketing	Ms. Pamela Sheridan
Director, Publications and Printing Services	Ms. Cynthia A. Bednar
Director, Venue Management	Mr. Scott Davis
Director, Technical (Venue Management)	Mr. Todd Williams
Manager, Graphics and Printing	Mr. Robert McGuckin
Vice President for Information Services	Mr. Adel Barimani
Special Assistant to Vice President for Information Services	Dr. James Fabrey
Director, Administrative Computing	Mr. Patrick Lenzi
Director, Client Support Services	Ms. Treiva Dungee
Director, Content and Web Services	Ms. Kimberly Slattery
Director, IT Strategic Sourcing and Planning	Ms. Chaw-Ye Chang
Director, Network and Telecommunications	Mr. Joseph Sincavage
Director, Technical Support Services	Mr. JT Singh
Vice President for Student Affairs	Dr. Matthew Bricketto
Assistant Vice President for Student Affairs	Ms. Diane DeWestern
Assistant Vice President for Student Affairs	Dr. Thomas Purce
Assistant Dean of Students	Ms. Mary Ann Hammond
Assistant Dean for Student Involvement	Mr. Peter Galloway
Assistant to the Vice President for Student Affairs for LGBTQA Services/Special Projects	Ms. Aneesah Smith
Director, Athletics	Dr. Edward Matcjkovic
Director, Athletic Development	TBA
Director, Campus Recreation	Dr. Stephen Gambino
Director, Career Development Center	Ms. Rebecca Ross
Director, Counseling and Psychological Services Department/Counseling Center	Dr. Julie Perone
Director, Fraternity and Sorority Life	Ms. Cara Jenkins
Director, Student Health Services	Ms. Mary Ann Hammond
Director, Housing Services	Mr. Peter Galloway
Director, Judicial Affairs and Student Assistance	Ms. Lynn Klingensmith
Director, Multicultural Affairs	Mr. Jerome Hutson
Director, New Student Programs	Mr. Jared Brown
Director, Residence Life	Ms. Marion McKinney
Director, Service-Learning and Volunteer Programs	Ms. Jodi Roth
Director, Sports Information	Mr. Jim Zuhlke
Director, Student Leadership and Involvement	Mr. Charles Warner
Director, Sykes Student Union	Mr. David Timmann
Director, Women's Center	Dr. Adale Sholock
Student Services Incorporated, Executive Director	Ms. Mell Josephs
Student Services Incorporated, Bookstore Manager	Mr. Steve Mannella
Student Services Incorporated, Coordinator, Campus Activities	Mr. Barrett McGee

Faculty

Spring 2013

GREG R. WEISENSTEIN (2009) *President*
 B.A., M.A., University of Washington; Ed.D.,
 University of Kansas

LINDA L. LAMWERS (1995) *Provost and Vice
 President for Academic Affairs*
 B.A., Douglass College; M.S., Ph.D., Rutgers
 University

MARK P. MIXNER (2002) *Vice President for
 Administrative and Fiscal Affairs*
 B.A., College of William and Mary; M.S.A.,
 George Washington University

MARK G. PAVLOVICH (2000) *Vice President for
 Advancement and Sponsored Research*
 B.A., M.A., Ph.D., University of Michigan

MATTHEW J. BRICKETTO (1986) *Vice
 President for Student Affairs*
 B.S., Seton Hall University; M.Ed., Ohio University;
 M.B.A., Fairleigh Dickinson University; Ed.D.,
 Rutgers University

R. LORRAINE BERNOTSKY (1996) *Interim Associate
 Vice President for Academic Affairs and Dean of
 Graduate Studies and Extended Education*
 B.A. Messiah College; M.A., Temple University;

M.Phil., D.Phil., University of Oxford

LORI VERMEULEN (2007) *Dean, College of Arts
 and Sciences*
 B.S., University of Scranton; M.A., Ph.D., Princeton
 University

CHRISTOPHER M. FIORENTINO (1985)
*Dean, College of Business and Public Affairs and Associate
 Provost*
 B.A., M.A., Ph.D., Temple University

KENNETH D. WITMER, JR. (2011)
Dean, College of Education
 B.S., Indiana University of Pennsylvania; M.A.,
 Ph.D., University of Maryland

RAY ZETTS (1997) *Interim Dean, College of Health
 Sciences*
 B.A., Texas Lutheran College; M.A., Southwest
 Texas State University; Ed.D., University of
 Georgia-Athens

TIMOTHY V. BLAIR (1992) *Dean, College of
 Visual and Performing Arts*
 B.Mus., Susquehanna University; M.M., The New
 England Conservatory of Music; D.M.A., Catholic
 University of America

IDNA CORBETT (1992) *Dean, Undergraduate
 Studies and Student Support Services*
 B.A., Goshen College; M.A., Michigan State University;
 Ed.D., Temple University

MICHELLE PATRICK (2003) *Associate Dean,
 College of Business and Public Affairs*
 B.S.B.A., M.B.A., Youngstown State University;
 Ph.D., Kent State University

GEORGE PULLMAN DRAKE, JR. (1994)
Associate Dean, College of Education
 B.S., West Virginia University; M.Ed., Trenton
 State College; Ph.D., University of Virginia

SALLY A. WINTERTON (2001) *Interim Associate
 Dean, College of Education*
 B.A., Immaculata College; M.Ed., West Chester
 University; D.Ed., University of Pennsylvania
 CHARLOTTE MACKEY (1998) *Interim
 Associate Dean, College of Health Sciences*
 B.S.N., Eastern College; M.S.N., D.Ed., Widener
 University

JOHN VILLELLA (1986) *Associate Dean, College of
 Visual and Performing Arts*
 B.S., M.M., West Chester University; Ed.D., Widener
 University

ANN A. ABBOTT (2001) *Chairperson, Department
 of Graduate Social Work; Professor*
 B.S., St. Norbert College; M.S.S., Ph.D., Bryn Mawr
 College

BEATRICE ADERA (2010) *Assistant Professor of
 Special Education*
 B.S., University of Nairobi (Kenya); M.Ed., Ph.D.,
 University of North Texas

AFRAND AGAH (2006) *Assistant Chairperson,
 Department of Computer Science; Associate Professor*
 B.S., Tehran Poly-Technique; M.S., Kansas State
 University; Ph.D., University of Texas at Arlington

SYLVIA MOSS AHRAMJIAN (1976) *Professor of
 Applied Music*
 B.Mus., Juilliard School of Music; M.M., Indiana
 University, Bloomington

KATHRYN ALESSANDRIA (2003) *Chairperson,
 Department of Counselor Education; Associate Professor*
 B.S., M.A., James Madison University; Ph.D., University
 of Virginia

MAHMOUD AMER (2011) *Assistant Professor of
 Languages and Cultures*
 B.A., Mutah University; M.A., University of Toledo;
 Ph.D., Indiana University of Pennsylvania

THOMAS ANDREWS (1997) *Professor of
 Economics*
 B.S., West Chester University; M.A., Ph.D., Temple
 University

KEVIN B. APTOWICZ (2005) *Associate Professor of
 Physics*
 B.S., Columbia University; M.S., University of Colorado;
 Ph.D., Yale University

LEÓN ARREDONDO (2011) *Assistant Professor of
 Anthropology*
 B.A., Montclair State University; M.Phil., Ph.D.,
 City University of New York

PAUL M. ARSENAULT (1998) *Professor of Marketing*
 M.S., Marietta College; M.B.A., Wake Forest University;
 Ph.D., Temple University

HANNAH ASHLEY (2001) *Professor of English*
 B.S., Cornell University; M.Ed., Ph.D., Temple
 University

EVE ATKINSON (2008) *Professor of Kinesiology*
 B.S., M.S., West Chester University; D.Ed., Temple
 University

FRANCIS ATUAHENE (2010) *Assistant Professor of
 Educational Development*
 B.A., University of Ghana; M.A., M.P.A., Ph.D.,
 Ohio University

JOSH R. AULD (2011) *Assistant Professor of Biology*
 B.S., Duquesne University; Ph.D., University of
 Pittsburgh

CHRISTIAN K. AWUYAH (1989) *Associate Professor of English*
 B.A., University of Ghana; M.A., University of
 Guelph; Ph.D., University of Alberta

MAHRUKH AZAM (2004) *Associate Professor of
 Chemistry*
 B.S., Punjab University; M.S., Quaid-e-Azam University;
 M.S., Ph.D., Seton Hall University

JULIAN AZORLOSA (2001) *Associate Professor of
 Psychology*
 B.A., M.A., Ph.D., University of Delaware

JEN S. BACON (2000) *Associate Professor of English*
 B.A., University of South Carolina; M.A., University
 of Cincinnati; Ph.D., Rensselaer Polytechnic
 Institute

JOHN H. BAKER (1974) *Chairperson, Department
 of Art; Professor*
 B.A., West Chester University; M.F.A., University
 of Delaware

LYNDA A. BALOCHE (1989) *Professor of Early
 and Middle Grades Education*
 B.A., Trenton State College; Ed.D., Temple University

SCOTT BALTHAZAR (1991) *Professor of Music
 Theory, History, and Composition*
 B.A., Amherst College; M.A., Ph.D., University of
 Pennsylvania

ADELE BANE (2004) *Associate Director, Library*
 B.A., M.A., Carnegie Institute of Technology;
 M.L.S., Ph.D., University of Pittsburgh

RICHARD BARNDT (2010) *Assistant Professor of
 Accounting*
 B.S., M.B.A., La Salle University

ROGER BARTH (1985) *Associate Professor of
 Chemistry*
 B.A., La Salle University; M.A., Ph.D., Johns Hopkins
 University

CHARLES R. BAUERLEIN (1988) *Assistant
 Professor of English*
 B.A., Loyola University of the South; M.A.,
 Pennsylvania State University

NADINE M. BEAN (1998) *Associate Professor of
 Graduate Social Work*
 B.A., M.S.S.A., Ph.D., Case Western Reserve
 University

TERENCE BEATTIE (2004) *Assistant Professor of
 Athletics*
 B.A., Alfred University; M.A., Canisius College

ROBERT M. BEDFORD (1966) *Professor of Applied
 Music*
 B.Mus., M.S., The Juilliard School; D.M.A., Catholic
 University of America

DENA G. BEEGHLY (1992) *Professor of Literacy*
 B.S., Southern Connecticut State University; M.Ed.,
 Ed.D., University of Georgia

SHARON BEGAN (1992) *Professor of Biology*
B.S., Kutztown University; M.S., East Tennessee State University; Ph.D., Southern Illinois University at Carbondale

MICHAEL BELL (2001) *Professor of Early and Middle Grades Education*
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin

MICHELLE BELLIVEAU (2006) *Chairperson, Department of Undergraduate Social Work; Associate Professor*
B.A., Earlham College; M.S.S.W., Columbia University; Ph.D., University of Pennsylvania

JOHN T. BENESKI (1986) *Professor of Biology*
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University

CYNTHIA D. BENZING (1988) *Chairperson, Department of Economics and Finance; Professor*
B.S., Pennsylvania State University; M.B.A., Ph.D., Drexel University

R. LORRAINE BERNOTSKY (1996) *Professor of Political Science*
B.A., Messiah College; M.A., Temple University; M.Phil., D.Phil., University of Oxford

DEBRA BILL (1998) *Professor of Health*
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University

JAMES B. BLACKBURN (1995) *Instructor of Early and Middle Grades Education*
B.S., Shippensburg State College; M.A., Villanova University

RICHARD E. BLAKE (1975) *Professor of Art*
B.F.A., Tyler School of Art of Temple University

JAMES R. BLEIBERG (2002) *Associate Professor of Counseling and Psychological Services*
B.A., Haverford College; M.Ed., Harvard University; M.A., Hebrew Union College; Ph.D., Widener University

ARVID J. BLOOM (1988) *Professor of Psychology*
B.A., Wesleyan University; M.S., Ph.D., Colorado State University

STEFANIE ANNE BOETTGER (2008) *Assistant Professor of Biology*
B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham

DONNA BOHS (2000) *Instructor of Nursing*
B.S.N., M.Ed., Villanova University

DAVID L. BOLTON (1991) *Associate Professor of Professional and Secondary Education*
B.A., Seminar Marionhoche (Germany); M.A., Andrews University; Ph.D., Florida State University

HOWELL BOSBYSHELL (2011) *Assistant Professor of Geology*
B.S., West Chester University; Ph.D., Bryn Mawr College

BRIAN BOWEN (2010) *Assistant Professor of Mathematics*
B.S.Ed., West Chester University; M.Ed., Ph.D., University of Delaware

MICHAEL BOYLE (2006) *Associate Professor of Communication Studies*
B.A., East Stroudsburg University; M.A., University of Delaware; Ph.D., University of Wisconsin at Madison

ERMINIO BRAIDOTTI (1978) *Professor of Languages and Cultures*
B.A., Youngstown State University; M.A., Middlebury College; Ph.D., University of Pennsylvania

MARY ELIZABETH BRAZ (2008) *Assistant Professor of Communication Studies*
B.A., Michigan State University; M.A., Northern Illinois University; Ph.D., Michigan State University

JAMES W. BRENNER (2004) *Associate Professor of Health*
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University

MARY P. BREWSTER (1993) *Professor of Criminal Justice*
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University

KIM SUZANNE BRIDGFORD (2010) *Associate Professor of English*
B.A., University of Iowa; A.M., Ph.D., University of Illinois

CAROL ISAACSON BRISELLI (1988) *Assistant Professor of Applied Music*
B.A., State University of New York; M.M., Temple University

STEVEN L. BROITMAN (1987) *Professor of Biology*
B.S., State University of New York at Stony Brook; M.Ed., University of Massachusetts; M.A., Ph.D., Princeton University

DEBORAH S. BROWN (1992) *Professor of Professional and Secondary Education*
B.S., West Chester University; M.A., Ph.D., University of Delaware

DAVID F. BROWN (1991) *Professor of Early and Middle Grades Education*
B.S., M.S., Northern Illinois University; Ed.D., University of Tennessee

ELEANOR BROWN (2005) *Associate Professor of Psychology*
B.A., Haverford College; Ph.D., University of Delaware

KIMBERLEE S. BROWN (1993) *Professor of Professional and Secondary Education*
B.Ed., Temple University; M.Ed., West Chester University; Ph.D., University of Pennsylvania

TIMOTHY J. BROWN (2002) *Chairperson, Department of Communication Studies; Professor*
B.A., M.A., West Chester University; Ph.D., Ohio State University

PAGE W. BUCK (2008) *Assistant Professor of Graduate Social Work*
B.A., Middlebury College; M.S.S., Ph.D., Bryn Mawr College

MARY BUCKELOW (1999) *Director, Pennsylvania Writing and Literature Project; Associate Professor of English*
B.A., M.A., Ph.D., University of New Mexico

EMILY BULLOCK (2004) *Assistant Chairperson, Department of Applied Music; Associate Professor*
B.M., University of Colorado; M.M., University of Tulsa; D.M.A., University of Colorado

JENNIFER BUNK (2006) *Associate Professor of Psychology*
B.A., Brandeis University; M.A., Ph.D., University of Connecticut

RICHARD BURNS (2012) *Assistant Professor of Computer Science*
B.A., Saint Joseph's University; M.A., Ph.D., University of Delaware

J. BRYAN BURTON (1991) *Chairperson, Department of Music Education; Professor*
B.M., West Texas State University; M.A., Western State College of Colorado; D.M.E., University of Southern Mississippi

JEAN PIPER BURTON (1992) *Associate Professor of Library Services*
B.S., Valley City State University; M.L.S., Vanderbilt University; M.A., Widener University

RICHARD M. BUSCH (1990) *Professor of Geology*
A.B., Franklin and Marshall College; M.A., Temple University; Ph.D., University of Pittsburgh

MARIA JOSÉ CABRERA (2007) *Assistant Professor of Languages and Cultures*
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University

WEI WEI CAI (1996) *Professor of Early and Middle Grades Education*
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania

GERARD A. CALLANAN (2001) *Professor of Management*
B.A., Temple University; M.B.A., La Salle University; Ph.D., Drexel University

LISA CALVANO (2011) *Assistant Professor of Management*
B.S., Drexel University; M.Sc., London School of Economics; M.B.A., Ph.D., Temple University

MARCOS CAMPILLO-FENOLL (2009) *Assistant Professor of Languages and Cultures*
B.A., Universidad de Murcia (Spain); M.A., Ph.D., University of Illinois at Urbana-Champaign

SUSAN F. CAROFF (1995) *Associate Professor of Literacy*
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University

LYNN CARSON (1991) *Assistant Chairperson, Department of Health; Professor*
B.A., Neumann College; M.S., St. Joseph's University; Ph.D., Temple University

GIOVANNI CASOTTI (1996) *Assistant Chairperson, Department of Biology; Professor*
B.A., Ph.D., Murdoch University (Australia)

ANTHONY CATALDO (2007) *Professor of Accounting*
B.S., B.A., M.Acc., University of Arizona; Ph.D., Virginia Polytechnic Institute and State University

NICOLE CATTANO (2007) *Assistant Professor of Sports Medicine*
B.S., University of North Carolina at Greensboro; M.P.H., West Chester University; Ph.D., Temple University

MIGUEL CEBALLOS (2012) *Assistant Professor of Sociology*
B.A., University of California, Berkeley; M.A., University of Texas at Austin; M.S., Ph.D., University of Wisconsin-Madison

WAN-YI CHEN (2011) *Associate Professor of Graduate Social Work*
B.A., Tunghai University; M.S.W., University of Pennsylvania; M.A., Ph.D., Columbia University

CECILIA LEE-FANG CHIEN (2005) *Assistant Chairperson, Department of History; Associate Professor*
B.A., Central Michigan University; M.A., Ph.D., Harvard University

PAUL F. CHRIST (1994) *Director, M.B.A. Program; Professor of Marketing*
B.B.A., M.B.A., Temple University; Ph.D., Drexel University

MELISSA CICHOWICZ (1986) *Assistant Chairperson, Department of Chemistry; Associate Professor*
B.S., St. Joseph's College; Ph.D., University of Maryland

BETHANN CINELLI (1987) *Chairperson, Department of Health; Professor*
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennsylvania State University

ANGELA CLARKE (2007) *Associate Professor of Psychology*
B.S., M.A., Ph.D., University of North Carolina-Chapel Hill

FRANCES E. CLELAND (1994) *Assistant Chairperson, Department of Kinesiology; Professor*
B.S., Purdue University; M.S., P.E.D., Indiana University

JUANITA RODGERS COMFORT (2001) *Associate Professor of English*
B.A., M.A., Old Dominion University; Ph.D., Ohio State University

SIMON CONDLIFFE (2008) *Assistant Professor of Economics and Finance*
B.A., University of Humberside, England; M.S., Ph.D., University of Delaware

JOANNE C. CONLON (2008) *Assistant Professor of Educational Development*
B.A., St. Lawrence University; M.S., Syracuse University; M.Ed., Ed.D., Columbia University Teachers College

KATHERINE A. CONROY (1983) *Assistant Professor of Nursing*
B.S., Rutgers - The State University; M.S., Boston University

LYNNE COOKE (2007) *Assistant Professor of English*
B.A., M.A., San Diego State University; Ph.D., Rensselaer Polytechnic Institute

GARY COUTU (2005) *Associate Professor of Geography and Planning*
B.A., Duquesne University; M.S.P.M.P., Carnegie Mellon University; Ph.D., Texas A&M University

VINCENT A. CRAIG (1999) *Assistant Professor of Applied Music*
B.M., Oberlin College; M.M., D.M.A., Peabody Institute of Johns Hopkins University

STANLEY J. CRAMER (2000) *Assistant Professor of Kinesiology*
B.S., M.S., West Chester University; Ph.D., Temple University

CARL CRANMER (2000) *Associate Professor of Applied Music*
B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School

RANDALL CREAM (2011) *Assistant Professor of English*
M.A., Radford University; Ph.D., University of Connecticut

WALTER L. CRESSLER III (2001) *Associate Professor of Library References*
B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania

ANDREW CROSSETT (2012) *Assistant Professor of Mathematics*
B.A., Canisius College; M.A., Carnegie Mellon University

KRISTEN B. CROSSNEY (2008) *Assistant Professor of Geography and Planning*
B.S., University of Maryland-Baltimore County; M.A., Temple University; Ph.D., Rutgers University

DAVID CULLEN (1993) *Instructor of Applied Music*
B.M., Hartford School of Music

MATTHEW CUMMISKEY (2009) *Assistant Professor of Kinesiology*
B.S., Ithaca College; M.S., State University of New York at Cortland; Ph.D., Temple University

JUDITH A. CURTIN (2001) *Instructor of Communicative Disorders*
B.S., M.S., Marquette University; Au.D., University of Florida

NEIL CURTIS (1993) *Assistant Chairperson, Department of Sports Medicine; Associate Professor*
B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University

VIRGINIA M. DA COSTA (1998) *Professor of Art*
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara

KAREN DANNESSA (2005) *Associate Professor of Applied Music*
B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University

LAWRENCE R. DAVIDSON (1989) *Professor of History*
B.A., Rutgers - The State University; M.A., Georgetown University; Ph.D., University of Alberta

KEVIN W. DEAN (1991) *Director, Honors College; Professor of Communication Studies*
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland

SHARON BERNECKI DEJOY (2012) *Assistant Professor of Health*
A.S., Miami-Dade College; B.A., Columbia University; M.P.H., Ph.D., University of South Florida

ELI DEHOPE (2001) *Professor of Social Work*
B.S.W., Temple University; M.Ed., West Chester University; M.A., Ph.D., University of Pennsylvania

DAVID DELGADO (2008) *Associate Professor of Health*
B.A., Harvard University; M.P.H., Columbia University; Ph.D., University of California, Los Angeles

ASHLIE B. DELSHAD (2011) *Assistant Professor of Political Science*
B.A., Austin College; M.A., Ph.D., Purdue University

CLAIRE L. DENTE (2008) *Associate Professor of Undergraduate Social Work*
B.A., Chestnut Hill College; M.S.W., Catholic University of America; Ph.D., Temple University

VALERIAN DESOUSA (2008) *Assistant Professor of Sociology*
B.A., Bombay University; M.A., Xavier Labour Relations Institute (India) and University of Illinois at Urbana-Champaign

DAVID P. DEVENNEY (1996) *Professor of Applied Music*
B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati

KAREN L. DICKINSON (2011) *Assistant Professor of Counselor Education*
B.A., Rutgers University; M.A., West Chester University; Ph.D., University of Delaware

CONNIE DILUCCHIO (2003) *Associate Professor of Early and Middle Grades Education*
B.S., M.E., Pennsylvania State University; Ed.D., University of Pennsylvania

LISA DOHERTY (2010) *Assistant Professor of Nursing*
B.S., West Chester University; B.S.N., Hawaii Pacific University; M.S.N., West Chester University

N. KIM DOAN (2008) *Assistant Professor of Special Education*
B.A., M.A., California State University; Ph.D., University of Virginia

JEAN-CHRISTOPHE DOBRZELEWSKI (2008) *Associate Professor of Applied Music*
Diploma of Modern Languages, Numaz-Droz School (Switzerland); Prix de Trompette, Conservatoire de Musique de Tueil-Malmaison (France); M.M., University of Maine; D.M.A., Arizona State University

ERIC DODSON-ROBINSON (2011) *Assistant Professor of English*
B.A., University of Texas; M.A., University of Michigan; M.A., Texas State University; Ph.D., University of Illinois

DAVID J. DOORN (2012) *Associate Professor of Economics and Finance*
B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University

MARTHA DROBNAK (1992) *Professor of Early and Middle Grades Education*
B.A., Grove City College; M.Ed., University of Pittsburgh; Ed.D., Nova University

PHILLIP K. DUNCAN (1983) *Professor of Psychology*
B.A., Wittenberg University; M.A., Western Michigan University; Ph.D., University of Florida

KEVIN C. DUNLEAVY (1979) *Assistant Professor of Economics and Finance*
B.A., University of Delaware; Ph.D., Duke University

KATHLEEN ELLIS (2009) *Associate Professor of Kinesiology*
B.A., University of North Carolina at Wilmington; M.Ed., Bowling Green State University; Ph.D., Michigan State University

LINDA ELLO (1999) *Associate Professor of Graduate Social Work*
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D., Rutgers - The State University

JOHN ELMORE (2005) *Chairperson, Department of Professional and Secondary Education; Associate Professor*
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

PAUL R. EMMONS (1985) *Associate Professor of Library Services*
B.Mus., Lawrence University of Wisconsin; M.M., M.S., University of Illinois

RICHARD G. EPSTEIN (1991) *Professor of Computer Science*
B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University

KRISTINE S. ERVIN (2012) *Assistant Professor of English*
B.A., Oklahoma State University; M.F.A., New York University; Ph.D., University of Houston

MARGARET ERVIN (2003) *Director, Writing Center; Associate Professor of English*
B.A., Harvard University; Ph.D., University at Albany, State University of New York

JAMES D. FABREY (1975) *Chairperson, Department of Computer Science; Professor*
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

G. WINFIELD FAIRCHILD (1983) *Professor of Biology*
B.A., Hamilton College; M.S., Ph.D., University of Michigan

XIN FAN (2006) *Associate Professor of Biology*
B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Pennsylvania

GEORGE FASIC (1988) *Assistant Professor of Geography and Planning*
B.S., Pennsylvania State University; M.S., Columbia University, A.I.C.P.

REBECCA A. FIELD (1998) *Assistant Professor of Theatre*
B.Mus., West Chester University; M.Mus., D.Mus., Indiana University

FRANK E. FISH (1980) *Professor of Biology*
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University

CYNTHIA G. FISHER (2000) *Associate Professor of Geology and Astronomy*
B.A., Augustana College; M.B.Sc., Ph.D., University of Colorado

MICHAEL J. FISHER (2008) *Assistant Professor of Mathematics*
B.S., Millersville University; M.S., Ph.D., Lehigh University

KAREN L. FITTS (2000) *Associate Professor of English*
B.A., M.E., Northwestern State University; Ph.D., Texas Christian University

KEVIN FLANIGAN (2003) *Associate Professor of Literacy*
B.A., Mary Washington College; M.E., James Madison University; M.E., Ph.D., University of Virginia

ROBERT P. FLETCHER (1992) *Professor of English*
B.A., University of California; M.A., Ph.D., University of California, Los Angeles

KEVIN E. FLYNN (1998) *Associate Professor of Accounting*
M.S., Drexel University

ANITA K. FOEMAN (1991) *Professor of Communication Studies*
B.H., Defiance College; M.A., Ph.D., Temple University

DANIEL FORBES (2007) *Assistant Professor of Philosophy*
B.A., Dickinson College; Ph.D., University of Georgia

ERIC FOURNIER (2008) *Assistant Professor of History*
B.A., M.A., Universite de Montreal; Ph.D., University of California, Santa Barbara

SANDRA FOWKES-GODEK (1991) *Professor of Sports Medicine*
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University

BONITA FREEMAN-WITTHOFT (1974) *Director, Ethnic Studies Institute; Associate Professor of Anthropology*
B.A., University of Maine; M.A., Ph.D., University of Pennsylvania

JONATHAN FRIEDMAN (2002) *Director, Holocaust and Genocide Studies Program; Professor of History*
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park

JOY FRITSCHLE (2007) *Associate Professor of Geography and Planning*
B.A., Humboldt State University; M.S., University of Memphis; Ph.D., University of Wisconsin-Madison

BLAISE F. FROST (1989) *Chairperson, Department of Chemistry; Associate Professor*
B.A., Yankton College; M.S., Ph.D., University of South Dakota

FRANK F. FRY, JR. (1993) *Chairperson, Department of Kinesiology; Professor*
B.S., West Chester University; M.Ed., Colorado State University; D.P.E., Springfield College

LORI FULLER (2009) *Chairperson, Department of Accounting; Associate Professor*
B.B.A., University of Oklahoma; Ph.D., Arizona State University

JOHN A. GAARDER (1999) *Instructor of Applied Music*
B.M., University of Wisconsin - Madison; M.M., New England Conservatory of Music

MARC GAGNÉ (1999) *Associate Professor of Geology and Astronomy*
B.S., University of Montreal; Ph.D., University of Georgia

GLORIA GALANTE (1993) *Instructor of Applied Music*
B.S., West Chester University

GAIL M. GALLITANO (1992) *Professor of Mathematics*
B.S., Monmouth College; M.S., Farleigh Dickinson University; M.A., M.Ed., Ed.D., Columbia University

ROBERT J. GALLOP (2001) *Professor of Mathematics*
B.S., Pennsylvania State University; M.S., Ph.D., Drexel University

AYAN GANGOPADHYAY (2010) *Assistant Professor of English*
B.A., University of Calcutta (India); M.A., Jadavpur University, Calcutta; Ph.D., University of California, Los Angeles

SUSAN GANS (1997) *Assistant Chairperson, Department of Psychology; Professor*
B.A., New York University; M.A., Ph.D., University of Chicago

ALISON GARDINER-SHires (2008) *Assistant Professor of Sports Medicine*
B.S., Salisbury University; M.S., California University of Pennsylvania; Ph.D., University of South Carolina

ROBIN GARRETT (1978) *Assistant Professor of Nursing*
B.S.N., Case Western Reserve University; M.S.N., University of Pennsylvania

CLAYTON GARTHWAIT (2004) *Assistant Professor of Library Services*
B.A., University of Delaware; M.S., Drexel University

JOHN GAULT (1991) *Chairperson, Department of Marketing; Professor*
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University

KARIN E. GEDGE (1997) *Professor of History*
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

WHITNEY GEORGE (2012) *Assistant Professor of Mathematics*
B.A., M.S., University of Oregon; Ph.D., University of Georgia

ERIN GESTL (2007) *Assistant Professor of Biology*
B.S., Pennsylvania State University

JENNIFER C. GIBBS (2011) *Assistant Professor of Criminal Justice*
B.A., Keuka College; M.S., Niagara University; Ph.D., University of Maryland

MARY BETH GILBOY (2007) *Associate Professor of Nutrition*
B.S., Marywood University; M.P.H., University of North Carolina; Ph.D., Temple University

STEVEN GIMBER (2007) *Assistant Professor of History*
B.A., Rowan University; M.A., University of Pennsylvania; Ph.D., American University

PETER L. GLIDDEN (1995) *Professor of Mathematics*
B.A., College of Wooster; M.A., Ph.D., Columbia University

TIMOTHY J. GOLDEN (2011) *Associate Professor of Philosophy*
B.S., M.A., West Chester University; J.D., Texas Southern University; Ph.D., University of Memphis

STEVEN C. GOOD (1996) *Professor of Geology*
B.A., Augustana College; M.A., Ph.D., University of Colorado

FELIX E. GOODSON (1998) *Professor of Chemistry*
A.B., Princeton University; Ph.D., University of California, Berkeley

LISA GORDON (1999) *Instructor of Literacy*
B.S., University of Pittsburgh; M.Ed., Pennsylvania State University

HENRY GRABB (1992) *Professor of Applied Music*
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University

PAUL D. GREEN (1971) *Professor of English*
A.B., Temple University; A.M., Ph.D., Harvard University

JUDITH J. GREENAMYER (1988) *Assistant Professor of Biology*
M.S., University of California; D.V.M., Ohio State University

ANITA GREENLEE (2001) *Assistant Professor of Applied Music*
B.S., M.S., Juilliard School of Music

ELIZABETH GRILLO (2006) *Associate Professor of Communication Sciences and Disorders*
B.M., Indiana University; M.S., Columbia University's Teachers College; Ph.D., University of Pittsburgh

CHARLES E. GROVE (1999) *Associate Professor of Languages and Cultures*
B.S., Slippery Rock University; M.S., Ph.D., University of Pittsburgh

TARA C. GUERRIERO (2008) *Assistant Professor of Special Education*
B.S., M.A., Ph.D., Northwestern University

CHERYL GUNTER (1999) *Professor of Communication Sciences and Disorders*
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas - Austin

SHIV K. GUPTA (1985) *Associate Professor of Mathematics*
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University

PATRICIA L. GYSLING (1998) *Instructor of Mathematics*
B.A., Pennsylvania State University; M.A., University of Michigan

CYNTHIA S. HAGGARD (1990) *Associate Professor of Professional and Secondary Education*
B.A., M.A., Ed.D., Indiana University

BELINDA HAIKES (2011) *Assistant Professor of Art*
B.A., University of Alabama at Birmingham; M.F.A., Pennsylvania Academy of the Fine Arts; Ph.D., Virginia Commonwealth University

GABRIELLE HALKO (2006) *Assistant Professor of English*
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University

H. BERNARD HALL (2012) *Assistant Professor of English*
B.A., M.A., University of Michigan-Ann Arbor; Ph.D., Temple University

CYNTHIA HALL (2008) *Assistant Professor of Geology and Astronomy*
B.S., Howard University; Ph.D., Georgia Institute of Technology

BRIAN HALSEY (2010) *Associate Professor of Marketing*
B.A., Shippensburg University; J.D., Widener University School of Law; LL.M., Villanova University School of Law

WAYNE HANLEY (2000) *Chairperson, Department of History; Associate Professor*
B.A., M.A., Central Missouri State University; Ph.D., University of Missouri

LINDA G. HANNA (1995) *Associate Professor of Early and Middle Grades Education*
B.A., Immaculata College; M.A., Villanova University; Ed.D., Immaculata College

CHRIS L. HANNING (1995) *Chairperson, Department of Applied Music; Professor*
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado

JOHN H. HANSON (2000) *Assistant Professor of English*
B.A., University of Liberia; M.A., Syracuse University; Ph.D., Florida State University

CHARLES A. HARDY III (1990) *Professor of History*
B.A., M.A., Ph.D., Temple University

JEFFREY E. HARRIS (1983) *Chairperson, Department of Nutrition; Professor*
University of California, San Diego; D.H.Sc., M.P.H., Loma Linda University

THOMAS HAUGHEY (2006) *Assistant Professor of Theatre and Dance*
B.S., Elizabethtown College; M.F.A., University of Connecticut

ROBERT HAWORTH (2012) *Assistant Professor of Professional and Secondary Education*
B.A., University of Utah; M.A.; Ph.D., New Mexico State University

SCOTT HEINERICHHS (2004) *Assistant Professor of Sports Medicine*
B.S., West Chester University; M.A.T., University of South Carolina; Ed. D., Widener University

JOHN G. HELION (1990) *Professor of Kinesiology*
B.S., State University of New York; M.A., Ed.M., Ed.D., Columbia University

MARTIN HELMKE (2005) *Associate Professor of Geology and Astronomy*
B.S., Antioch College; Ph.D., Iowa State University

GLORIA MAITÉ HERNÁNDEZ (2011) *Assistant Professor of Languages and Cultures*
B.F.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University

ANNE F. HERZOG (1993) *Professor of English*
B.A., College of the Holy Cross; M.A., Georgetown University; Ph.D., Rutgers - The State University

JANET S. HICKMAN (1992) *Professor of Nursing*
B.S.N., University of Bridgeport; M.S.N., Northern Illinois University; Ed.D., Temple University

MARK HICKMAN (2009) *Instructor of Communications Studies*
B.A., Marshall University; M.A., Miami University of Ohio

S. CHRISTY HICKS (2011) *Assistant Professor of Special Education*
B.A., M.A.T., Western Carolina University; Ph.D., University of North Carolina

ALLAN B. HILL (1997) *Associate Professor of Educational Development*
B.A., M.A., Temple University; Ed.D., The Fielding Institute

MARGARET SCHIFF HILL (1990) *Associate Professor of Art*
B.F.A., Kutztown University; M.F.A., Syracuse University

JOBY HILLIKER (2004) *Associate Professor of Geology and Astronomy*
B.S., M.S., Ph.D., Pennsylvania State University

STEPHANIE L. HINSON (1992) *Associate Professor of Professional and Secondary Education*
A.B., Princeton University; M.Ed., Ed.D., University of Virginia

JACQUELINE S. HODES (2012) *Assistant Professor of Counselor Education*
B.A., M.Ed., Ed.D., University of Delaware

FRANK HOFFMAN (1990) *Associate Professor of Philosophy*
A.B., University of Missouri; M.A., University of Hawaii; Ph.D., University of London

YI-MING HSU (1975) *Professor of Professional and Secondary Education*
B.A., National Taiwan University; M.A., University of Oregon; D.Ed., University of Georgia

ERIN HURT (2010) *Assistant Professor of English*
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin

JANE HUTTON (2005) *Associate Professor of Library Services*
B.A., Earlham College; M.S., Drexel University

LAURI HYERS (2004) *Associate Professor of Psychology*
B.A., Ph.D., Pennsylvania State University

DANIEL ROBERT ILARIA (2011) *Assistant Professor of Mathematics*
B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University

TRAVIS SKY INGERSOLL (2011) *Assistant Professor of Social Work*
B.A., State University of New York at Buffalo; M.S.W., M.Ed., Ed.D., Widener University

EBRU ISGIN (2012) *Assistant Professor of Economics and Finance*
B.A., Bogazici University, Istanbul; M.A., Rutgers University

DOROTHY IVES-DEWEY (2005) *Chairperson, Department of Geography and Planning; Associate Professor*
B.A., Lafayette College; M.P.I., University of Southern California; Ph.D., University of Pennsylvania

KATHLEEN JACKSON (2002) *Chairperson, Department of Mathematics; Associate Professor*
B.S., West Chester State College; Ed.D., Temple University

MARC M. JACOBY (2005) *Associate Professor of Applied Music*
B.M., Berklee College of Music; M.M., New England Conservatory of Music; M.M., Ph.D., Northwestern University

TAMMY C. JAMES (1994) *Professor of Health*
B.S., M.E., Ph.D., Kent State University

JANE E. JEFFREY (1991) *Professor of English*
B.A., Memphis State; M.A., Ph.D., University of Iowa

ELAINE B. JENKS (1992) *Professor of Communication Studies*
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University

ZHEN JIANG (2002) *Associate Professor of Computer Science*
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University

CAROLYN CONSUELO JIMENEZ (1994) *Chairperson, Department of Sports Medicine; Professor*
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University

DEIDRE ANN JOHNSON (1991) *Associate Professor of English*
B.A., Knox College; M.A., Eastern Michigan; Ph.D., University of Minnesota

KAREN JOHNSON (2007) *Assistant Chairperson, Department of Early and Middle Grades Education; Associate Professor*
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

VANESSA K. JOHNSON (1999) *Professor of Psychology*
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley

CLIFFORD A. JOHNSTON (1992) *Assistant Chairperson Department of Mathematics; Associate Professor*
B.S.E., Mansfield University; M.A., Ph.D., Temple University

SUSAN L. JOHNSTON (2001) *Chairperson, Department of Anthropology and Sociology; Professor of Anthropology*
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania

JAMES A. JONES (1992) *Professor of History*
B.S., M.A., Ph.D., University of Delaware

MONICA JOSHI (2010) *Assistant Professor of Chemistry*
B.Sc., St. Francis Degree College for Women (India); M.Sc., Osmania University (India); Ph.D., Florida International University

SETH KAHN (2002) *Associate Professor of English*
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University

ANIL KUMAR KANDALAM (2012) *Assistant Professor of Physics*
B.Sc., Osmania University; M.Sc., University of Hyderabad; Ph.D., Michigan Technological University

ORHAN KARA (2003) *Professor of Economics and Finance*
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee

CHRISTINE KARPINSKI (2010) *Instructor of Nutrition*
B.S., West Chester University; M.A., Immaculata University

MATIN KATIRAI (2009) *Assistant Professor of Geography and Planning*
B.A., York University, Toronto; M.P.H., University of Kentucky College of Public Health; Ph.D., University of Louisville

LEONARD KELLY (2005) *Associate Professor of Theatre and Dance*
B.A., West Chester University; M.F.A., University of Texas

JOHN J. KENNEDY (2001) *Associate Professor of Political Science*
B.S., M.P.A., Kutztown University; Ph.D., Temple University

JANE L. KENNEY (1992) *Associate Professor of Professional and Secondary Education*
B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University

SANDRA L. KERR (1994) *Professor of Psychology*
B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook

SOJUNG KIM (2011) *Assistant Professor of Communication Sciences and Disorders*
B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University

JOHN A. KINSLOW (1998) *Chairperson, Department of Educational Development; Professor*
B.A., Antioch University; M.Ed., Ph.D., Temple University

LISA A. KIRSCHENBAUM (1996) *Professor of History*
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

SARA LAMB KISTLER (2004) *Associate Professor of Early and Middle Grades Education*
B.S., M.A., West Chester University; Ph.D., University of Delaware

ROBERT M. KLINE (1991) *Associate Professor of Computer Science*
B.A., Millersville University; Ph.D., Washington University

TERRY KLINEFELTER (2010) *Assistant Professor of Applied Music*
B.S.Ed., M.M., West Chester University; M.M., Temple University; D.M.A., Catholic University of America

MAUREEN T. KNABB (1986) *Professor of Biology*
B.S., St. Joseph's University; Ph.D., University of Virginia

ROBERT KODOSKY (2009) *Assistant Professor of History*
B.S., University of Pennsylvania; M.A., Villanova University; Ph.D., Temple University

MAREILE A. KOENIG (1990) *Associate Professor of Communication Sciences and Disorders*
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois

KURT KOLASINSKI (2006) *Associate Professor of Chemistry*
B.S., University of Pittsburgh; Ph.D., Stanford University

ALLISON KOLPAS (2011) *Assistant Professor of Mathematics*
B.A., Revelle College; M.A., Ph.D., University of California, Santa Barbara

MARIA KOPACZ (2007) *Assistant Professor of Communication Studies*
M.A., Warsaw University (Poland); Ph.D., University of Arizona

EDWARD M. KUBACHKA (1995) *Instructor of Kinesiology*
B.S., Pennsylvania State University; B.S., M.S., West Chester University

V. KRISHNA KUMAR (1977) *Professor of Psychology*
B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin-Madison

JANET LACEY (2000) *Professor of Nutrition*
B.S., Simmons College; M.S., M.Ed., University of Massachusetts; Dr.P.H., University of North Carolina

WILLIAM LALICKER (1995) *Professor of English*
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington

MARGARETE J. LANDWEHR (1992) *Professor of Languages and Cultures*
B.S., Georgetown University; M.A., Ph.D., Harvard University

TIFFANY YVETTE LANE (2012) *Assistant Professor of Social Work*
B.A., West Chester University; M.S.W., Howard University

BESSIE LEE LAWTON (2008) *Assistant Professor of Communication Studies*
B.A., M.A., University of the Philippines; Ph.D., University of Pennsylvania

EVAN A. LEACH (1993) *Associate Professor of Management*
B.A., Pennsylvania State University; M.A., West Chester University; M.A., Ph.D., Yale University

HEATHER LEAMAN (2005) *Chairperson, Department of Early and Middle Grades Education; Associate Professor*
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University

IN YOUNG LEE (2009) *Assistant Professor of Applied Music*
B.M., M.M., Seoul National University; M.M., D.M.A., Temple University

THOMAS J. LEGG (2000) *Associate Professor of History*
B.A., State University of New York at Cortland; M.A., State University of New York at Brockport; Ph.D., College of William and Mary

PATRICIA LENKOWSKI (1995) *Chairperson, Department of Library Services; Associate Professor*
B.A., Glassboro State College; M.S., Drexel University; M.Ed., Widener University

ROBIN CALDWELL LEONARD (2007) *Associate Professor of Health*
B.S., College of Charleston; Ph.D., Medical College of Virginia

MONICA P. LEPORE (1983) *Professor of Kinesiology*
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin; Ed.D., New York University

DAVID G. LEVASSEUR (1997) *Professor of Communication Studies*
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas

JOHN LEVEILLE (2006) *Associate Professor of Sociology*
B.A., University of Rhode Island; M.A., Ed.M., Columbia University; Ph.D., University of California, San Diego

JAMES P. LEWANDOWSKI (1991) *Professor of Geography and Planning*
B.A., M.A., University of Toledo; Ph.D., Ohio State University

HUIMIN (AMY) LI (2004) *Associate Professor of Economics and Finance*
B.E., M.A., Xi'an Jiaotong University (China); Ph.D., Drexel University

PETER H. LOEDEL (1996) *Chairperson, Department of Political Science; Professor*
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara

EDWARD J. LORDAN (2001) *Professor of Communication Studies*
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University

ERICA ZOE LOUSTAU (2012) *Assistant Professor of Art*
B.A., Hampshire College; M.F.A., University of Pennsylvania

HENRY R. LOUSTAU (1999) *Associate Professor of Art*
B.A., Dartmouth College; M.F.A., University of Illinois at Urbana-Champaign

BIN LU (2005) *Associate Professor of Computer Science*
B.S., M.S., Harbin Institute of Technology (China); Ph.D., Texas A&M University

LISA J. LUCAS (2008) *Assistant Professor of Early and Middle Grades Education*
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University

TIMOTHY LUTZ (1998) *Professor of Geology*
B.A., Wesleyan University; Ph.D., University of Pennsylvania

GLENN LYONS (1984) *Assistant Professor of Applied Music*
B.A., Harpur College; M. Mus., Peabody Conservatory of Music of Johns Hopkins University

CHARLOTTE MACKEY (1998) *Associate Professor of Nursing*
B.S.N., Eastern College; M.S.N., D.Ed., Widener University

EDWARD MACKEY (2009) *Assistant Professor of Nursing*
B.S., Eastern College; M.S., St. Joseph's University; M.S.N., West Chester University; Ph.D. Northcentral University

GRAHAM MACPHEE (2005) *Associate Professor of English*
B.A., University of London; M.A., Ph.D., University of Sussex (England)

RODNEY MADER (1999) *Director of Women's and Gender Studies; Professor of English*
B.A., Ph.D., Temple University

ROBERT C. MAGGIO (1991) *Chairperson, Department of Theory, History, and Composition; Professor*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania

DEBORAH MAHLSTEDT (1988) *Professor of Psychology*
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University

TIA MALKIN-FONTECCHIO (2006) *Assistant Professor of History*
B.A., University of California, Berkeley; M.A., Ph.D., Brown University

CURRY S. MALOTT (2011) *Assistant Professor of Professional and Secondary Education*
B.A., Miami University; M.A., Ph.D., New Mexico State University

PAUL L. MALTBY (1991) *Professor of English*
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University

LISA E. MARANO (2002) *Associate Professor of Mathematics*
B.A., Rider University; M.S., Ph.D., Lehigh University

OVIDIU MARINESCU (2003) *Associate Professor of Applied Music*
Music Bucharest Conservatory; M.M., University of Wisconsin; D.M.A., Temple University

MARK GREGORY MARTIN (2011) *Assistant Professor of Music Education*
B.M.E., Eastern Kentucky University; M.M.A., James Madison University; D.M.A., University of Texas

STEPHEN MARVIN (2000) *Associate Professor of Library Services*
B.A., State University of New York; M.L.S., Syracuse University

THOMAS M. MASTRILLI (1995) *Professor of Professional and Secondary Education*
B.S., M.Ed., Pennsylvania State University; Ed.D., University of Pittsburgh

EDWARD M. MATEJKOVIC (1995) *Athletic Director; Chairperson, Department of Athletics; Professor*
B.S., M.Ed., West Chester University; Ed.D., Temple University

CHRISTINE A. MATUS (1999) *Instructor of Mathematics*
B.S., M.A., West Chester University

SUNITA MAYOR (2000) *Chairperson, Department of Literacy; Associate Professor*
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati

GUSTAVE N. MBUY (1985) *Professor of Biology*
B.A., University of California; M.M., Ph.D., University of Cincinnati

KRISTEN A. MCCASKEY (2001) *Assistant Professor of Music Education*
B.S., Millersville University; M.Ed., Shippensburg University

CHRISTINA W. McCAWLEY (1971) *Professor of Library Services*
B.A., Ohio Wesleyan University; M.S.L.S., Catholic University of America; Ph.D., Drexel University

SCOTT McCLINTOCK (2007) *Associate Professor of Mathematics*
B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky

DOUGLAS McCONATHA (1988) *Professor of Sociology*
B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University

DONALD McCOWN (2011) *Assistant Professor of Health*
B.A., Eastern University; M.S.S., Bryn Mawr College

KELLIANNE MCCOY (2007) *Assistant Professor of Athletics*
B.A., Villanova University; M.Ed., Temple University; M.B.A., Drexel University LeBow College of Business

VICKIE ANN MCCOY (2007) *Associate Professor of Counselor Education*
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi

ANN McFARLAND (1999) *Associate Professor of Music Education*
B.M., Susquehanna University; M.Mus., Ph.D., Temple University

CHARLES H. McGEE (1987) *Associate Professor of Management*
B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University

VICKI A. McGINLEY (1997) *Professor of Special Education*
B.A., University of Pittsburgh; M.A., Ph.D., Temple University

JAMES McLAUGHLIN (2005) *Associate Professor of Mathematics*
B.S., University of Ulster; M.S., Queen's University Belfast; Ph.D., University of Illinois

RACHEL M. McMULLIN (2008) *Assistant Professor of Library Services*
B.A., University of Iowa; M.A., Ph.D., University of Wisconsin-Madison; M.S.I.S., University at Albany, State University of New York

JENNIFER W. MEANS (2004) *Assistant Chairperson, Department of Communication Sciences and Disorders; Associate Professor*
B.S., M.A., West Chester University; S.L.P.D., Nova Southeastern University

KRISTIN E. MEHR (2012) *Assistant Professor of Counseling and Psychological Services*
B.A., Loyola College; M.A., Ph.D., Lehigh University

SHERI A. MELTON (1998) *Assistant Chairperson, Department of Kinesiology; Professor*
B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University

CHRISTOPHER MERKNER (2012) *Assistant Professor of English*
B.A., St. Olaf College; M.F.A., University of Florida; Ph.D., University of Denver

STACIE METZ (2006) *Associate Professor of Health*
B.A., Bloomsburg University; M.A., Towson University; M.P.H., M.S.W., Ph.D., Saint Louis University

THOMAS O. MILLER (2011) *Assistant Professor of Economics and Finance*
B.S., M.B.A., Villanova University; Ph.D., Pennsylvania State University

LISA MILLHOUS (1999) *Associate Professor of Communication Studies*
B.A., Macalester College; M.A., Ph.D., University of Minnesota

DUANE D. MILNE (1999) *Associate Professor of Political Science*
B.A., College of William and Mary; Ph.D., University of Delaware

GARRETT G. MOLHOLT (1987) *Professor of English*
B.A., M.A., M.A., Ph.D., University of Wisconsin-Madison

LYNN MONAHAN-COUCH (2000) *Assistant Professor of Nutrition*
B.S., University of California, Berkeley; M.P.H., West Chester University; D.C.N., University of Medicine and Dentistry of New Jersey

CHERYL ANN MONTURO (2005) *Interim Chairperson, Department of Nursing; Associate Professor*
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania

MICHAEL J. MORAN (1981) *Professor of Chemistry*
B.S., St. Joseph's College; Ph.D., University of Pennsylvania

JOAN MARY MORGAN (2000) *Assistant Professor of Theatre and Dance*
R.N., General Nursing Council for England and Wales; M.F.A., Brandeis University

PAUL MORGAN (1999) *Professor of Professional and Secondary Education*
B.A., University of Illinois; Ph.D., Columbia University

TANYA MORGAN (2000) *Associate Professor of Health*
B.A., M.S., University of Arkansas; Ph.D., University of North Carolina

CHRISTINE MORICONI (2007) *Assistant Professor of Nursing*
B.S., Boston College; M.A., LaSalle University; M.S.N., Gwynedd-Mercy College; Psy.D., La Salle University

KATHERINE MORRISON (2007) *Associate Professor of Sports Medicine*
B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware

WENDY ANN MORTIMER (2010) *Assistant Professor of Nursing*
B.S.N., Widener University; M.S.N., Villanova University

ANNE-MARIE L. MOSCATELLI (1991) *Assistant Chairperson, Department of Languages and Cultures; Associate Professor*
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College

JOSEPH G. MOSER (1966) *Associate Professor of Mathematics*
B.S., Rose Polytechnic Institute; M.S., Purdue University

MEGAN ANN MRAZ (2008) *Assistant Professor of Nursing*
B.S.N., M.S.N., West Chester University

CORINNE MURPHY (2006) *Associate Professor of Special Education*
B.A., M.A., Ph.D., Ohio State University

JOSEPH NAVITSKY (2011) *Assistant Professor of English*
B.A., Saint Joseph's University; M.A., Ph.D., Boston University

CHERYL W. NEALE-MCFALL (2012) *Assistant Professor of Counselor Education*
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University

WILLIAM M. NESSLY (2011) *Assistant Professor of English*
B.A., Swarthmore College; M.A., University of Wisconsin-Madison; Ph.D., University of Pennsylvania

JANA L. NESTLERODE (1986) *Chairperson, Department of Criminal Justice; Professor*
B.A., Pennsylvania State University; J.D., Widener University

PATRICIA NEWLAND (2004) *Assistant Professor of Library Services*
B.A., University of Maryland; M.S.L.S., Clarion University

STEPHEN NG (2010) *Assistant Professor of Applied Music*
B.A., The Chinese University of Hong Kong; M.M., New England Conservatory of Music; D.M.A., Indiana University

ANTHONY J. NICASTRO (1990) *Chairperson, Department of Physics; Professor*
B.S., B.S., M.S., Ph.D., University of Delaware

DARIA NIKITINA (2006) *Associate Professor of Geology and Astronomy*
M.S., Moscow State University; Ph.D., University of Delaware

VIOREL NITICA (2001) *Professor of Mathematics*
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University

ELIZABETH MAHN NOLLEN (1986) *Assistant Director, Honors College; Assistant Professor of English*
B.A., Ohio University; M.A., Ph.D., Indiana University

ISAAC B. NORRIS (1986) *Director, Professional Studies*
B.S., West Chester University; M.A., University of Maryland

KATHERINE NORRIS (2007) *Associate Professor of Early and Middle Grades Education*
B.S., West Chester University; M.S., Saint Joseph's University; Ed.D., Temple University

PETER OEHLERS (2004) *Associate Professor of Accounting*
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University

BRADLEY C. OLESEN (2011) *Assistant Professor of Music Education*
B.A., M.M., Texas Tech University; Ph.D., University of Miami

JULIAN ONDERDONK (2001) *Professor of Music Theory, History, and Composition*
B.A., Bowdoin College; M.A., Ph.D., New York University

GWENELLE S. O'NEAL (1998) *Professor of Graduate Social Work*
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University

BRIAN F. O'NEILL (1998) *Associate Professor of Criminal Justice*
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York

JEFFERY L. OSGOOD, JR. (2009) *Director, M.P.A. Program; Assistant Chair for Graduate Affairs; Assistant Professor of Political Science*
B.S., Austin Peay State University; M.P.A., Western Kentucky University; Ph.D., University of Louisville

MARGARET OTTLEY (2001) *Professor of Kinesiology*
B.A., Spelman College; M.Ed., Ph.D., New York University

ERIC WILLIAM OWENS (2011) *Assistant Professor of Counselor Education*
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania; Ph.D., Duquesne University

ONÉ R. PAGÁN (2005) *Associate Professor of Biology*
B.S., M.S., University of Puerto Rico; Ph.D., Cornell University

RICHARD D. PARSONS (1990) *Professor of Counselor Education*
B.A., Villanova University; M.A., Ph.D., Temple University

SCOTT PARSELL (2009) *Associate Professor of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan

FREDERICK R. PATTON (1981) *Professor of Languages and Cultures*
B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania

VICKY M. PATTON (2002) *Assistant Professor of Early and Middle Grades Education*
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University

MARTIN PATWELL (1994) *Director, OSSD; Professor of Educational Development*
B.A., Manhattan College; M.S., Marist College; Ed.D., Boston University

PETER PAULSEN (1989) *Instructor of Applied Music*
B.M., West Chester University

REBECCA PAULY (1987) *Professor of Languages and Cultures*
B.A., Smith College; M.A., University of California, Berkeley; D.M.L., Middlebury College

GINA PAZZAGLIA (2010) *Assistant Professor of Nutrition*
B.S., Pennsylvania State University; M.S., Syracuse University; Ph.D., Pennsylvania State University

MICHAEL V. PEARSON (1988) *Associate Professor of Communication Studies*
B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University

DAVID J. PEDERSEN (2011) *Assistant Professor of Economics and Finance*
B.S., University of Pennsylvania; Ph.D., Drexel University

L. MEGHAN PEIRCE (2011) *Assistant Professor of Communication Studies*
B.A., York College of Pennsylvania; M.A., West Chester University; Ph.D., Ohio University

ROBERT A. PELOSO (1993) *Instructor of Computer Science*
B.E.S., Johns Hopkins University; M.S., Carnegie Mellon University

CHRISTIAN V. PENNY (2002) *Professor of Professional and Secondary Education*
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

JULIE A. PERONE (1990) *Chairperson, Counseling and Psychological Services; Professor*
B.S., M.A., M.P.A., Ohio State University; Ph.D., University of Maryland

DAVID PERRI (2005) *Associate Professor of Management*
B.A., College of the Holy Cross; M.A., Pennsylvania State University

MERRY G. PERRY (2002) *Associate Professor of English*
B.S., M.A., Ph.D., University of South Florida

SHAWN PFEIL (2012) *Assistant Professor of Physics*
B.S., University of California, San Diego; M.A., Ph.D., University of California, Santa Barbara

PATRICIA A. PFLIEGER (1988) *Assistant Professor of English*
B.A., University of Missouri; M.A., Eastern Michigan University; Ph.D., University of Minnesota

JASON PHILLIPS (1999) *Associate Professor of Marketing*
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University

JEREMY N. PHILLIPS (2012) *Assistant Professor of Political Science*
B.A., University of Southern Indiana; M.P.A., Western Kentucky University; Ph.D., Southern Illinois University-Carbondale

MATTHEW PIERLOTT (2006) *Associate Professor of Philosophy*
B.A., University of Scranton; Ph.D., Marquette University

JOHN M. PISCIOTTA (2012) *Assistant Professor of Biology*
B.A., Eckerd College; M.S., University of South Florida; Ph.D., Johns Hopkins University

DENISE M. POLK (2005) *Associate Professor of Communication Studies*
B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University

JOAN POLKA (1990) *Assistant Professor of Counseling and Psychological Services*
B.A., Holy Family College; M.A., West Chester University

CHERISE POLLARD (1999) *Associate Professor of English*
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh

YURY POLSKY (1989) *Professor of Political Science*
B.A., M.A., University of Moscow; Ph.D., University of Michigan

RUTH PORRITT (1991) *Professor of Philosophy*
B.A., John Carroll University; Ph.D., Purdue University

JACK PORTER (1968) *Professor of Psychology*
B.S., M.Ed., Ed.D., Temple University

PATRICIA POWELL (2011) *Assistant Chairperson of Applied Music; Assistant Professor*
B.M., University of Florida; M.A., Oxford University; M.M., University of Southern California

CATHERINE M. PRUDHOE (1992) *Professor of Early and Middle Grades Education*
B.S., M.S., Pennsylvania State University; Ph.D., University of Delaware

JAMES R. PRUITT (2011) *Assistant Professor of Chemistry*
B.S., Ph.D., University of California

MAME PURCE (2006) *Associate Professor of Library Services*
B.S., Nazareth College of Rochester, M.L.S., Long Island University

GEETHA RAMANATHAN (1987) *Professor of English*
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign

TIMOTHY RAY (2003) *Associate Professor of English*
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State University

MELISSA A. REED (2011) *Assistant Professor of Kinesiology*
B.S., East Stroudsburg University; M.A., Ph.D., East Carolina University

KIMBERLEY REIGHLEY (2005) *Associate Professor of Applied Music*
B.M., M.M., D.M.A., Temple University

MARTIN S. REMLAND (1991) *Professor of Communication Studies*
B.A., Western Illinois University; M.A., Central Michigan University; Ph.D., Southern Illinois University

LAURA RENZI (2008) *Assistant Professor of English*
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University

JOEL M. RESSNER (1984) *Associate Professor of Chemistry*
B.S., Lehigh University; M.Sc., University of Sussex; Ph.D., Lehigh University

AWILDA REYES (2005) *Associate Professor of Library Services*
B.A., M.A., M.L.S., University of Puerto Rico

CASSANDRA L. REYES (2009) *Assistant Professor of Criminal Justice*
B.A., M.A., Ph.D., Indiana University of Pennsylvania

RANDALL H. RIEGER (2000) *Professor of Mathematics*
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina

LORETTA RIESER-DANNER (1997) *Chairperson, Department of Psychology; Professor*
B.S., Pennsylvania State University; Ph.D., University of Texas at Austin

GREGORY E. RILEY (2002) *Associate Professor of Applied Music*
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California

MARK T. RIMPLE (2000) *Professor of Music Theory, History, and Composition*
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University

EMILY ROGGE (2010) *Assistant Professor of Theatre and Dance*
B.F.A., Denison University; M.F.A., University of California, Irvine

JOHN P. ROSSO (1998) *Instructor of Languages and Cultures*
B.A., Haverford College; M.A., University of Pennsylvania

PAUL F. ROTENBERRY (2005) *Associate Professor of Management*
B.A., Widener University; M.A., Ph.D., University of Akron

HARVEY ROVINE (1992) *Chairperson, Department of Theatre and Dance; Professor*
B.S., Towson State University; M.A., University of Central Florida; Ph.D., University of Illinois

ALEXANDER ROZIN (2002) *Associate Professor of Music Theory, History, and Composition*
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania

XIAOJUN RUAN (2011) *Assistant Professor of Computer Science*
B.S., Shandong University (China); Ph.D., Auburn University

ELIZABETH ANN RUCHTI (2011) *Assistant Professor of Philosophy*
B.A., Mount Holyoke College; M.A., New York University; Ph.D., Ohio University

LISA C. RUCHTI (2007) *Associate Professor of Sociology and Women's and Gender Studies*
B.A., Bowling Green State University; M.A., University of Cincinnati; Ph.D., University of Pittsburgh

NANCY J. RUMFIELD (1986) *Associate Professor of Art*
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D., Nova Southeastern University

AARON S. RUNDUS (2011) *Assistant Professor of Psychology*
B.A., University of South Florida; M.S., Ph.D., University of California, Davis

TAMMY RUSSELL (2010) *Assistant Professor of Educational Development*
B.S., M.Ed., Ph.D., Pennsylvania State University

MICHEL H. SAGE (1994) *Professor of Languages and Cultures*
M.A., San Diego University; Ph.D., University of California, Berkeley

MEGAN SALTZMAN (2012) *Assistant Professor of Languages and Cultures*
B.A., M.A., Ph.D., University of Michigan

ANA C. SÁNCHEZ (1996) *Instructor of Languages and Cultures*
B.A., M.A., National University of Costa Rica (Costa Rica); M.A., West Chester University

DONNA R. SANDERSON (2001) *Associate Professor of Early and Middle Grades Education*
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

BHIM SANDHU (1978) *Associate Professor of Political Science*
B.A., Punjab University (India); M.A., University of Texas; Ph.D., University of Missouri

GOPAL SANKARAN (1989) *Professor of Health*
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr.P.H., University of California, Berkeley

DIANE SANTORI (2008) *Assistant Professor of Literacy*
B.S., Temple University; M.S., St. Joseph's University; Ed.D., University of Pennsylvania

ISRAEL SANZ-SANCHEZ (2009) *Assistant Professor of Languages and Cultures*
B.A., University of Valladolid (Spain); M.A., San Diego State University; Ph.D., University of California, Berkeley

ANDREW SARGENT (2007) *Assistant Chairperson, Department of English; Associate Professor*
B.A., Princeton University; M.A., Ph.D., University of California, Los Angeles

KANAN SAWYER (2004) *Assistant Professor of Communication Studies*
B.S., California Polytechnic State University; M.A., University of Washington; Ph.D., University of Texas

RANDALL SCARLATA (2003) *Assistant Professor of Applied Music*
B.M., Rochester University, Eastman School of Music; M.M., The Juilliard School

JESSICA SCHEDLBAUER (2010) *Assistant Professor of Biology*
B.A., Hartwick College; M.S., University of Maine; Ph.D., University of Idaho

JUDITH A. SCHEFFLER (1985) *Professor of English*
A.B., Muhlenburg College; M.A., Purdue University; M.A., Ph.D., University of Pennsylvania

ROBERTA L. SCHINI (2001) *Assistant Professor of Economics and Finance*
B.S., Virginia Commonwealth University; M.A., Ph.D., University of Virginia

Ph.D., University of Pennsylvania

CHERYL SCHLAMB (2006) *Assistant Professor of Nursing*
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania; D.N.P., CRNP, Case Western Reserve University

STACEY SCHLAU (1985) *Professor of Languages and Cultures*
B.A., M.A., Queens College; Ph.D., City University of New York

PAULINE S. SCHMIDT (2012) *Assistant Professor of English*
B.A., M.Ed., Ph.D., University of Buffalo

FRAUKE I. SCHNELL (1992) *Professor of Political Science*
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook

HELEN SCHROEPFER (2005) *Chairperson; Department of Philosophy; Associate Professor*
B.A., College of St. Benedict/St. John's University; M.A., St. Mary's Seminar and University; Ph.D., Temple University

HEATHER SCHUGAR (2008) *Assistant Professor of Literacy*
B.S., M.Ed., Ph.D., University of Maryland

CAROLYN SEALFON (2006) *Assistant Professor of Physics*
B.A., Cornell University; Ph.D., University of Pennsylvania

TINA SELVAGGI (2012) *Assistant Professor of Literacy*
B.A., M.S., St. Joseph's University; Ed.D., Widener University

RANI G. SELVANATHAN (1986) *Associate Professor of Management*
B.S., M.S., Ph.D., University of Delhi (India); Ph.D., University of Paris

GUS V. SERMAS (1971) *Professor of Art*
B.A., Baylor University; B.F.A., B.S., University of Texas; M.F.A., University of Wisconsin

HEATHER SHARPE (2008) *Assistant Professor of Art*
B.A., California State University; M.A., Ph.D., Indiana University

MATTHEW I. SHEA (2011) *Assistant Professor of Management*
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh

MAURA J. SHEEHAN (1980) *Professor of Health*
B.S., Lowell Technological Institute; M.S., University of Lowell; Sc.D., University of Pittsburgh

LATINIA M. SHELL (2012) *Assistant Professor of Counselor Education*
B.A., M.Ed., Millersville University; Ed.D., Argosy University of Sarasota

ELEANOR F. SHEVLIN (2001) *Associate Professor of English*
A.B., Georgetown University; M.A., Ph.D., University of Maryland

GEETA SHIVDE (2005) *Associate Professor of Psychology*
B.A., Oberlin College; M.S., Ph.D., University of Oregon

CHARLES V. SHORTEN (1989) *Professor of Health*
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Clemson University

DAVID I. SIEGEL (1990) *Professor of Social Work*
B.A., Brooklyn College; M.S.W., University of Michigan; D.S.W., Columbia University

ADAM B. SILVERMAN (2008) *Associate Professor of Music Theory, History, and Composition*
B.M., University of Miami; M.M., M.M.A., D.M.A., Yale University

LESLIE B. SLUSHER (1991) *Professor of Biology*
B.S., North Carolina State University; Ph.D., Pennsylvania State University

CHUI KIAN SMIDT (2011) *Assistant Professor of Languages and Cultures*
B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

LARRY SMIGLWESKI (2011) *Assistant Professor of Theatre and Dance*
B.A., Marymount Manhattan College; M.S., Mercy College; M.F.A., University of Houston

ARTHUR R. SMITH (1984) *Associate Professor of Geology and Astronomy*
A.B., M.S., Ed.D., University of Pennsylvania

CAROL A. SMITH (2008) *Assistant Professor of Literacy*
B.A., Rowan College of New Jersey; M.Ed., Ed.D., Widener University

LUANNE SMITH (1989) *Associate Professor of English*
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University

PAUL K. SMITH (1985) *Associate Professor of Kinesiology*
B.S., M.S., Florida State University; Ph.D., Southern Illinois University

JANNEKEN SMUCKER (2012) *Assistant Professor of History*
B.A., Goshen College; M.A., Ph.D., University of Nebraska

ROBERTA SNOW (1989) *Chairperson, Department of Management; Professor*
B.A., M.A., Syracuse University; Ph.D., University of Pennsylvania

MATTHEW SNYDER (2007) *Associate Professor of Counselor Education*
B.S., Pennsylvania State University; M.A., Arcadia University; Ph.D., University of Connecticut

JEFFREY SOMMERS (2008) *Assistant Professor of English*
B.A., University of Pennsylvania; M.A., Ph.D., New York University

CAROLYN SORISIO (1999) *Professor of English*
B.A., Pennsylvania State University; M.A., Ph.D., Temple University

RALPH SORRENTINO (2004) *Assistant Professor of Applied Music*
B.M., B.S., West Chester University; M.M., Temple University

ALICE J. SPEH (1989) *Director, Liberal Studies Program; Professor of Languages and Cultures*
A.B., Brown University; M.A., Ph.D., Bryn Mawr College

ELIZABETH LEEANN SROGI (1991) *Chairperson, Department of Geology and Astronomy; Professor*
B.S., Yale University; Ph.D., University of Pennsylvania

CHRIS STANGL (2006) *Assistant Professor of Political Science*
B.S., Drake University; M.A., Ph.D., University of Wisconsin-Madison

TIMOTHY K. STARN (1996) *Associate Professor of Chemistry*
B.S., Ph.D., Indiana University

ELIZABETH STARUCH (2007) *Associate Professor of Theatre and Dance*
B.A., B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro

DAVID J. STEARNE (2005) *Associate Professor of Kinesiology*
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University

VAN STIEFEL (2006) *Associate Professor of Music Theory, History, and Composition*
B.A., Yale College; M.M., Yale School of Music; Ph.D., Princeton University

W. CRAIG STEVENS (1992) *Associate Professor of Kinesiology*
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University

LINDA S. STEVENSON (2002) *Associate Professor of Political Science*
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh

KATE STEWART (2011) *Assistant Professor of Art*
B.A., Dickinson College; M.F.A., University of Pennsylvania

PAUL STOLLER (1980) *Professor of Sociology*
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin

ANN COGHLAN STOWE (1984) *Assistant Chairperson, Department of Nursing; Associate Professor*
B.S.N., M.S.N., University of Pennsylvania; Diploma in Nursing, Thomas Jefferson University; Ph.D., Widener University

CASSIE ANN STRIBLEN (2010) *Assistant Professor of Philosophy*
B.A., Ohio University; M.A., Ph.D., University of Cincinnati

GRETCHEN STUDLIEN-WEBB (1999) *Associate Professor of Dance*
B.F.A., Ohio State University; M.F.A., Temple University

ROSEMARY SULLIVAN (2008) *Assistant Professor of Mathematics*
B.S., Pennsylvania State University; M.S., Ph.D., Lehigh University

JEFFREY SUDOL (2007) *Assistant Professor of Physics*
B.A., Macalester College; Ph.D., University of Wyoming

WACLAW SZYMANSKI (1985) *Professor of Mathematics*
M.A., Jagiellonian University (Poland); Ph.D., D.Sc., Polish Academy of Sciences

JASMIN TAHMASEB-MCCONATHA (1990) *Professor of Psychology*
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

LIN TAN (1989) *Professor of Mathematics*
B.S., M.A., Zhejiang University; M.S., Ph.D., University of California, Los Angeles

CHRISTOPHER J. TEUTSCH (1989) *Associate Professor of English*
M.A., Jagiellonian University (Poland); Ph.D., University of Wisconsin-Milwaukee

LaTONYA THAMES-TAYLOR (2001) *Associate Professor of History*
B.A., Tougaloo College; M.A., Ph.D., University of Mississippi

CHRISTINE THOMAS (1999) *Associate Professor of Nursing*
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Widener University

PHILIP A. THOMPSEN (1997) *Professor of Communication Studies*
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah

BRENT WESLEY THOMPSON (2001) *Associate Professor of Nursing*
B.S.N., M.S., University of Delaware; D.N.Sc., Widener University

ROBERT J. THORNTON (2008) *Assistant Professor of Physics*
B.S., Lehigh University; Ph.D., University of Hawaii

HARRY TIEBOUT III (1992) *Professor of Biology*
B.A., University of Illinois; Ph.D., University of Florida

VICTORIA TISCHIO (1998) *Chairperson, Department of English; Professor*
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany

THOMAS W. TOLIN (1992) *Associate Professor of Economics and Finance*
B.A., University of Southwestern Louisiana; Ph.D., University of Houston

SANDRA M. TOMKOWICZ (1993) *Director, Pre-Law Program; Professor of Marketing (Legal Studies)*
B.S., La Salle University; J.D., University of Pennsylvania

JOHN R. TOWNSEND (1998) *Professor of Chemistry*
B.A., University of Delaware; M.S., Ph.D., Cornell University

THOMAS TREADWELL (1968) *Professor of Psychology*
B.A., Morris Harvey College; M.S., University of Bridgeport; Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D., Temple University

JANE M. TUCKER (2011) *Assistant Professor of Criminal Justice*
B.A., Valley Forge Christian College; M.S., West Chester University; Ph.D., Temple University

MICHELLE L. TUCKER (1988) *Assistant Professor of Nursing*
B.S., Michigan State University; M.S.N., University of Michigan

GREG TULLY (2010) *Associate Professor of Undergraduate Social Work*
B.A., New York University; M.S.W., Hunter College; Ph.D., New York University

ALLISON H. TURNER (2010) *Assistant Professor of Political Science*
B.A., Centre College; M.P.A., Ph.D., University of Louisville

GREGORY TURNER (2004) *Associate Professor of Biology*
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University

IRWIN LARRY UDELL (2011) *Assistant Professor of Philosophy*
B.A., M.A., Ph.D., Ohio State University

SPRING ULMER (2012) *Assistant Professor of English*
B.F.A., The Cooper Union School of Art; M.F.A., University of Arizona; M.F.A., University of Iowa

BAHAR ULUPINAR (2010) *Assistant Professor of Economics and Finance*
B.A., Ege University (Turkey); Ph.D., Louisiana State University

MARIA URRUTIA (2012) *Assistant Professor of Theatre and Dance*
B.F.A., The University of the Arts; M.Ed., Temple University

KARYN M. USHER (2005) *Associate Professor of Chemistry*
A.S., St. John's College (Belize); B.S., Ph.D., Florida State University

MARIA VAN LIEW (1998) *Professor of Languages and Cultures*
B.A., Clark University; Ph.D., University of California, San Diego

KAREN M. VANLANDINGHAM (2005) *Associate Professor of Geology and Astronomy*
B.S., New Mexico Institute of Mining and Technology; Ph.D., Arizona State University

SALLY VAN ORDEN (2006) *Associate Professor of Art*
B.B.A., Texas A&M University; M.F.A., Texas Tech University

ANDREA VARRICCHIO (1986) *Professor of Languages and Cultures*
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

CLAIRE VERDEN (2006) *Associate Professor of Special Education*
B.S., West Chester University; M.Ed., Temple University; Ed.D., Arcadia University

CARLA LEE VERDERAME (1998) *Professor of English*
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan

KARIN A.E. VOLKWEIN (1992) *Professor of Kinesiology*
Staatssexamen, University of Marburg (Germany); Ph.D., University of Tennessee

RICHARD W. VOSS (1996) *Professor of Social Work*
B.A., St. Fidelis College; M.S.W., Fordham University; D.P.C., Loyola College

JACK WABER (1976) *Chairperson, Department of Biology; Professor*
B.A., Hope College (Mich.); Ph.D., University of Hawaii

MATTHEW M. WAITE (2001) *Associate Professor of Physics*
B.A., Gettysburg College; Ph.D., University of Delaware

KUHIO WALTERS (2008) *Assistant Chairperson, Department of English; Assistant Professor*
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire

SANDRA WALZ (1997) *Associate Professor of Nutrition*
B.S., M.S., North Dakota State University; Ph.D., Kansas State University

DONNA WANDRY (1999) *Chairperson, Department of Special Education; Professor*
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

CHUN-CHEN WANG (2011) *Associate Professor of Marketing*
B.A., Fu Jen Catholic University (Taiwan); M.B.A., Baruch College; Ph.D., University of Texas at Arlington

CHERYL L. WANKO (1993) *Professor of English*
B.A., New York University; M.A., Ph.D., Pennsylvania State University

PATRICIA SWASEY WASHINGTON (2009) *Assistant Professor of Communication Sciences and Disorders*
B.A., Rutgers University - Douglass College; M.A., William Paterson University; Ph.D., Temple University

RYAN D. WEATHERFORD (2012) *Assistant Professor of Counseling and Psychological Services*
B.A., Pennsylvania State University; M.Ed., Ph.D., Lehigh University

MICHAEL S. WEISS (1978) *Chairperson, Department of Communication Sciences and Disorders; Professor*
B.A., Long Island University; M.S., Ph.D., Purdue University

JOAN M. WELCH (1990) *Professor of Geography and Planning*
B.A., St. Cloud State University; M.A., Ph.D., Boston University

LESLIE A. WELSH (1991) *Professor of Professional and Secondary Education*
B.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut

MARCI A. WELSH (2010) *Assistant Professor of Nursing*
B.S., B.S.N., West Chester University; M.S.N., University of Pennsylvania; M.J., D.L., Widener University School of Law

MELISSA A. WHIDDEN (2011) *Assistant Professor of Kinesiology*
B.S., M.S., State University of New York at Buffalo; Ph.D., University of Florida

HEATHER WHOLEY (2005) *Associate Professor of Anthropology*
B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America

CHRISTINE WILLIAMS (2009) *Assistant Professor of Health*
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

JEROME M. WILLIAMS (1985) *Chairperson, Department of Languages and Cultures; Professor*
B.A., Haverford College; M.A., M.Phil., Ph.D., Yale University

MARY M. WILLIAMS (1995) *Instructor of Kinesiology*
M.A., University of London

YORK WILLIAMS (2009) *Assistant Professor of Special Education*
B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

TARA R. WINK (2012) *Assistant Professor of Library Services*
B.A., Gettysburg College; M.S., University of North Carolina

THOMAS WINTERS (1988) *Assistant Professor of Music Theory, History, and Composition*
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

SALLY A. WINTERTON (2001) *Associate Professor of Early and Middle Grades Education*
B.A., Immaculata College; M.Ed., West Chester University; D.Ed., University of Pennsylvania

PAUL WOLFSON (1978) *Professor of Mathematics*
A.B., Columbia University; M.S., Ph.D., University of Chicago

JOAN WOOLFREY (2000) *Assistant Chairperson, Department of Philosophy; Associate Professor*
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

JULIET WUNSCH (2000) *Associate Professor of Theatre*
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

RICHARD W. WYATT (1989) *Associate Professor of Computer Science*
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

CHEER-SUN D. YANG (2000) *Associate Professor of Computer Science*
B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware

K. HYOEJIN YOON (2002) *Associate Professor of English*
B.S., B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Albany, State University of New York

STEFANI YORGES (1996) *Professor of Psychology*
B.A., Hastings College; M.S., Ph.D., Purdue University

ANDREW YOZVIAK (2009) *Associate Professor of Applied Music*
B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University

JACQUELINE ZALEWSKI (2007) *Associate Professor of Sociology*
B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University, Chicago

NAIJIAN ZHANG (1999) *Professor of Counselor Education*
B.A., Xi'an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University

DAZHI ZHENG (2010) *Assistant Professor of Economics and Finance*
B.S., Tsinghua University (China); M.S., University of Cincinnati; M.S., University of Illinois at Urbana-Champaign; Ph.D., Drexel University

LEI ZHU (2006) *Associate Professor of Economics and Finance*
B.E., M.S., Hohai University; Ph.D., Drexel University

XIAOWEI ZHU (2006) *Associate Professor of Management*
B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee

PETER ZIMMER (2000) *Assistant Professor of Mathematics*
B.S., M.S., University of Wisconsin; Ph.D., University of Kansas

MONICA ZIMMERMAN (2008) *Associate Professor of Management*
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

STEPHEN J. ZIMNISKI (2006) *Director, Pre-Medical and Pharmaceutical Product Development Programs*
B.S., University of Maine – Orono; M.A., University of Missouri; Ph.D., Boston University

DEANNE U. ZOTTER (1991) *Professor of Psychology*
B.A., Bloomsburg University; M.A., Ph.D., Kent State University

LYNN ZUBERNIS (2007) *Associate Professor of Counselor Education*
B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

Adjunct Faculty

AGNES BARROE-BONNIE *Department of Mathematics*
M.D., University of Ghana; Ph.D., Johns Hopkins University

ARTHUR R. BARTOLOZZI *Department of Sports Medicine*
A.B., Brown University; M.D., University of California, San Diego

LEAH BECK *Department of Biology*
B.S., University of Delaware; M.P.H., Thomas Jefferson University

JEAN BUCHENHORST *Department of Biology*
B.S., University of Delaware; M.S., Medical College of Pennsylvania, Hahnemann University

DAVID K. COHOON *Department of Mathematics*
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincaré

JOSEPH M. DIBUSSOLO *Department of Chemistry*
B.S., West Chester University; M.S., Ph.D., Drexel University

MARC DUEY *Pharmaceutical Product Development Program*
B.S., M.S., University of Ottawa; M.B.A., University of Western Ontario

DEBORAH A. EARLY *Pharmaceutical Product Development Program*
B.Sc., M.Med.Sc., University of Natal; Ph.D., University of East London

GAIL M. FELLOWS *Department of Health*
B.S., University of Arizona; M.S., West Chester University

JAMES H. GEDDES *Pharmaceutical Product Development Program*
B.A., University of Denver; M.A., University of Northern Colorado

DALE A. HARTUPEE *Pharmaceutical Product Development Program*
B.S., University of California; Ph.D., University of California, Davis

JOSEPH L. HERMAN *Department of Chemistry*
B.A., Temple University; Ph.D., Pennsylvania State University

GERARD HERTEL *Department of Biology*
B.S., University of Montana; Master of Forestry, Duke University; Ph.D., University of Wisconsin-Madison

MICHAEL HUSSON *Department of Biology*
B.A., Harvard College; M.A., Phillips Academy; M.D., Boston University

ZDENKA L. JONAK *Department of Biology*
B.S., Charles University; M.S., Ph.D., Yale University

BRIAN KELLAR, *Department of Health*
A.S., West Chester University; B.A., M.S., Eastern University

WILLIAM D. KINGBURY *Pharmaceutical Product Development Program*
B.A. State University of New York at Buffalo; Ph.D., Wayne State University

BERNARD McCABE *Department of Mathematics*
B.A., Manhattan College; M.S., Ph.D., Catholic University

ERIC MURRAY *Department of Health*
A.S., Community College of Philadelphia; B.A., M.Ed., Holy Family University

WILLIAM K. NATALE *Department of Biology*
A.B., Oberlin College; M.D., University of Pittsburgh

JUDY MAE C. PASCASIO *Department of Biology*
B.S., M.D., University of the Philippines

RONALD J. PEKALA *Department of Psychology*
B.S., Pennsylvania State University; Ph.D., Michigan State University

HOWARD L. RUSSELL *Department of Biology*
B.A., Boston University; V.M.D., University of Pennsylvania; M.P.H., Tulane University

JAMES SALYERS *Department of Health*
A.S., Delaware County Community College; B.S., Widener University

RICHARD D. VANDELL *Department of Biology*
B.S., University of Vermont; M.S., University of Pennsylvania

Emeriti

LOIS W. ALT, *Vocal and Choral Music*
 SHIRLEY P. ALIFERIS, *Applied Music*
 †ALEXANDER ANTONOWICH, *Music Education*
 †ELEANOR ASHKENAZ, *Chemistry*
 †DOROTHY D. BAILEY, *English*
 MARSHALL J. BECKER, *Anthropology and Sociology*
 †HAROLD W. BENDA, *Dean of Education*
 HELEN BERGER, *Anthropology/Sociology*
 †BERNICE BERNATZ, *Dean of Women*
 ROBERT BERNHARDT, *Biology*
 F. ROBERT BIELSKI, *Geography and Planning*
 WALTER R. BLAIR, *Educational Services*
 †JAMES A. BINNEY, *English*
 †MARY M. BLISS, *Biology*
 MARIA BOES, *History*
 RICHARD BRANTON, *Mathematics*
 JUSTO B. BRAVO, *Chemistry*
 PATRICIA BRODERICK, *History*
 WALTER E. BUECHELE, JR., *Counselor, Secondary, and Professional Education*
 H. JAMES BURGWYN, *History*
 MARY ANNE BURNS-DUFFY, *Government Documents*
 ROBERT E. CARLSON, *History*
 †PAUL E. CARSON, *Music*
 †DIANE O. CASAGRANDE, *Communication Studies*
 CONRAD E. CHALICK, *Counseling*
 NONA E. CHERN, *Childhood Studies and Reading*
 K. ELEANOR CHRISTENSEN, *Childhood Studies and Reading*
 T. HUNG CHU, *Management*
 CARMELA L. CINQUINA, *Biology*
 MARY E. CLEARY, *Education*
 GEORGE CLAGHORN, *Philosophy*
 †JOHN W. CLOKEY, *Dean of Arts and Letters*
 BARBARA J. COATES, *Physical Education*
 BERNARD B. COHEN, *Psychology*
 †FAYE A. COLLICOTT, *Librarian*
 GERALDINE C. CONBEER, *Librarian*
 STELLA CONAWAY, *Vocal and Choral Music*
 EDWIN B. COTTRELL, *Health and Physical Education*
 †GEORGE R. CRESSMAN, *Education*
 GEORGANN CULLEN, *Biology*
 †KATHERINE M. DENWORTH, *Education*
 PHILLIP DONLEY, *Health and Physical Education*
 RAYMOND A. DOYLE, *History*
 MARC L. DURAND, *Chemistry*
 ANNE O. DZAMBA, *History*
 CELIA ESPLUGAS, *Language and Cultures*
 †MARK M. EVANS, *Director of Student Teaching*
 JAMES FALCONE, *Chemistry*
 †MARION FARNHAM, *Art*
 †RUTH FELDMAN, *Psychology*
 ALBERT E. FILANO, *Vice President for Academic Affairs and Mathematical Sciences*
 JUDITH FINKEL, *Early Childhood and Special Education*
 †BYRON Y. FLECK, *Dean of Social Sciences*
 †CLAUDE FOSTER, *History*
 †THOMAS J. FRANCELLA, *Criminal Justice*
 HOWARD FREEMAN, *Counseling*
 JOHN FURLOW, *Physical Education*
 CHARLES GANGEMI, *Keyboard Music*
 CHARLOTTE M. GOOD, *Education*
 ANDREW GOUDY, *Chemistry*
 †ROBERT B. GORDON, *Sciences*
 †ANNE M. GOSHEN, *Psychology*
 †MIRIAM S. GOTTLIEB, *Music*
 ROBERT GREENE, *Foreign Languages*
 †SEYMOUR S. GREENBERG, *Geology*
 †THELMA J. GREENWOOD, *Biology*
 FRANK GROSSHANS, *Mathematics*
 MADELYN GUTWIRTH, *Foreign Languages*
 †SAUNDRA M. HALL, *Theatre Arts*
 JOAN HASSELQUIST, *Childhood Studies and Reading*
 †JACK GARDNER HAWTHORNE, *Art*
 †CHARLES W. HEATHCOTE, *Social Sciences*
 †THOMAS J. HEIM, *Social Sciences*
 †FRANK Q. HELMS, *Library*
 WALTER J. HIPPLE, *Philosophy*
 †PHILIP P. HOGGARD, *Education*
 †PATRICIA CARLEY JOHNSON, *History*
 EMLYN JONES, *Kinesiology*
 MILDRED JOYNER, *Social Work*
 PAMELA JUDSON-RHODES (HEMPHILL), *Art*
 WALLACE KAHN, *Professional and Secondary Education*
 †CAROLYN B. KEEFE, *Communication Studies*
 †MARY KEETZ, *Literacy*
 NELSON KEITH, *Sociology*
 JAMES KELLEHER, *English*
 JOHN KERRIGAN, *Mathematics*
 †W. GLENN KILLINGER, *Dean of Men*
 †CHARLOTTE E. KING, *Childhood Studies and Reading*
 EUGENE KLEIN, *Applied Music*
 SHARON KLETZIEN, *Literacy*
 MARY L. KLINE, *Nursing*
 DENNIS R. KLINZING, *Communication Studies*
 †CARRIE C. KULP, *Education*
 PETER KYPER, *Educational Services*
 †GEORGE LANGDON, *Geography and Planning*
 KENNETH LAUDERMILCH, *Applied Music*
 †MURIEL LEACH, *Health and Physical Education*
 JAMES E. LHEUREUX, *Mathematics*
 †MELVIN M. LORBACK, *Physical Education*
 MARY ANN MAGGITTI, *Education*
 SANDRA F. MATHER, *Geology and Astronomy*
 GEORGE MAXIM, *Elementary Education*
 †GRACE D. MCCARTHY, *English*
 LYNETTE F. MCGRATH, *English*
 JAMES MCVOY, *Music Theory and Composition*
 †EMIL H. MESSIKOMER, *Dean*
 FRANK MILLIMAN, *Mathematics*
 JAMES S. MILNE, *Political Science*
 †LLOYD C. MITCHELL, *Dean of Music*
 EDMUNDO MORALES, *Anthropology/Sociology*
 WILLIAM M. MOREHOUSE, *Theatre Arts*
 SHIRLEY A. MUNGER, *Music*
 STERLING MURRAY, *Music History*
 ROGER MUSTALISH, *Health*
 KOSTAS MYRSIADES, *English*
 LINDA MYRSIADES, *English*
 †DOROTHY R. NOWACK, *Health*
 †BERNARD S. OLDSEY, *English*
 C. JACK ORR, *Communication Studies*
 WILLIAM R. OVERLEASE, *Biology*
 JACK A. OWENS, *Health and Physical Education*
 PRAXITELES PANDEL, *Music*
 MICHAEL PEICH, *English*
 RUTH PETKOFSKY, *Childhood Studies and Reading*
 THOMAS PLATT, *Philosophy*
 CHARLES PRICE, *Music History*
 CAROL RADICH, *Elementary Education*
 †DOROTHY RAMSEY, *English*
 GEORGE F. REED, *Geology and Astronomy*
 N. RUTH REED, *Health*
 ARLENE RENGERT, *Geography and Planning*
 RUSSELL K. RICKERT, *Physics and Dean of Sciences and Mathematics*
 WALTER NATHANIEL RIDLEY, *Education*
 †ALFRED D. ROBERTS, *Foreign Languages*
 RONALD F. ROMIG, *Biology*
 †B. PAUL ROSS, *Education*
 †PHILIP B. RUDNICK, *Chemistry*
 †HELEN RUSSELL, *Library Science*
 C. RUTH SABOL, *English*
 †GLENN W. SAMUELSON, *Anthropology and Sociology*
 HAROLD R. SANDS, *Psychology*
 HARRY SCHALK, *History*
 †GERTRUDE K. SCHMIDT, *Music*
 LEIGH SHAFFER, *Anthropology and Sociology*
 JOHN SHEA, *Political Science*
 †JANE E. SHEPPARD, *Vocal and Choral Music*
 †IRENE G. SHUR, *History*
 †CAROLYN G. SIMMENDINGER, *Art*
 W. CLYDE SKILLEN, *Biology*
 †KENNETH C. SLAGLE, *Dean of Arts and Sciences*
 SUSAN C. SLANINKA, *Nursing*
 PHILIP D. SMITH, JR., *Foreign Languages*
 †NORBERT C. SOLDON, *History*
 H. LEE SOUTHALL, *Applied Music*

†CHARLES A. SPRENKLE, *Dean of Music*
 RUTH S. STANLEY, *Mathematical Sciences*
 JOSEPH A. STIGORA, *Communicative Disorders*
 PAUL STREVELER, *Philosophy*
 FREDERICK STRUCKMEYER, *Philosophy*
 †R. GODFREY STUDENMUND, *Education*
 †RUSSELL L. STURZEBECKER, *Dean of Health and Physical Education*
 †JANE B. SWAN, *History*
 ROY D. SWEET, *Vocal and Choral Music*
 †EARL F. SYKES, *President*
 JOHN TACHOVSKY, *Geography and Planning*
 †ELINOR Z. TAYLOR, *Physical Education and Dean of Administration*
 †JOSEPH M. THORSON, *Business Administration*
 †WILLARD J. TREZISE, *Biology*

C. JAMES TROTMAN, *English*
 JOHN J. TURNER, JR., *History*
 †EDWARD T. TWARDOWSKI, *Health and Physical Education*
 †S. ELIZABETH TYSON, *English*
 JOY VANDEVER, *Music Education*
 RICHARD VELETA, *Applied Music*
 JACQUES VOOIS, *Applied Music*
 †EARLE C. WATERS, *Health and Physical Education*
 JOHN W. WEAVER, *Computer Science*
 RICHARD WEBSTER, *History*
 RUTH I. WEIDNER, *Art*
 SOL WEISS, *Mathematical Sciences*
 THEODORA L. WEST, *English*
 †BENJAMIN WHITTEN, *Keyboard Music*
 ARDIS M. WILLIAMS, *Chemistry*

LOIS M. WILLIAMS, *Music*
 HARRY WILKINSON, *Music*
 LLOYD C. WILKINSON, *Physical Education*
 †JOSEPHINE E. WILSON, *English*
 †RICHARD WOODRUFF, *Biology*
 JAMES J. WRIGHT, *Music Theory and Composition*
 EDWIN L. YOUMANS, *Dean of Health and Physical Education*
 †ROBERT J. YOUNG, *History*
 CARLOS R. ZIEGLER, *Childhood Studies and Reading*
 †EDWARD ZIMMER, *Music*
 CORNELIA ZIMMERMAN, *Childhood Studies and Reading*
 ANTHONY ZUMPETTA, *Anthropology/Sociology*
 †Deceased

Honorary Degrees

1984
 ANDREW WYETH, *Doctor of Humane Letters*
1993
 EMILIE KESSEL ASPLUNDH, *Doctor of Public Service*
 CONSTANCE E. CLAYTON, *Doctor of Public Service*
1994
 DAVID P. ROSELLE, *Doctor of Law*
 CHARLES E. SWOPE, *Doctor of Public Service*
1995
 WILLIAM A. BOUCHER, *Doctor of Public Service*
1996
 CURT WELDON, *Doctor of Public Service*
 ELINOR Z. TAYLOR, *Doctor of Public Service*
1997
 JACOB LAWRENCE, *Doctor of Fine Arts*
1998
 CHAIM POTOK, *Doctor of Humane Letters*
 MARIAN WASHINGTON, *Doctor of Public Service*

1999
 PASQUALE W. "PAT" CROCE, JR., *Doctor of Public Service*
 CLIFFORD E. DeBAPTISTE, *Doctor of Law*
2000
 DAVID P. HOLVECK, *Doctor of Public Service*
 IRWIN H. POLISHOOK, *Doctor of Public Service*
2001
 ALAN G. MACDIARMID, *Doctor of Science*
 F. EUGENE DIXON, JR., *Doctor of Public Service*
2003
 WILLIAM H. COSBY, JR., *Doctor of Public Service*
 LISA SCOTTOLINE, *Doctor of Law*
2004
 DANA GIOIA, *Doctor of Humane Letters*
 JAMES M. RUBILLO, *Doctor of Science*
2005
 HOWARD DODSON, *Doctor of Humane Letters*

2006
 MOLLY D. SHEPARD, *Doctor of Humane Letters*
 FELIX ZANDMAN, *Doctor of Science*
2007
 CAROL WARE GATES, *Doctor of Public Service*
2009
 RICHARD D. MERION, *Doctor of Public Service*
2011
 MEHMET OZ, *Doctor of Public Service*
 STANLEY WEINTRAUB, *Doctor of Letters*
2012
 FRANCES HESSELBEIN, *Doctor of Public Service*
 J. CURTIS JOYNER, *Doctor of Laws*
 DONALD R. McILVAIN, *Doctor of Public Service*
 MARTHA FORD McILVAIN, *Doctor of Public Service*

Council of Trustees Achievement Awards

1985
 FRANK GROSSHANS
 CHARLES C. SOUFAS, JR.
1986
 RICHARD W. FIELDS
1987
 MARSHALL J. BECKER
 WACLAW SZYMANSKI
1989
 CHRISTOPHER BUCKLEY
 LARRY A. NELSON
1990
 PAUL STOLLER
1992
 MARY E. CRAWFORD
1995
 RICHARD E. BLAKE
 FRANK E. FISH

1996
 JEROME M. WILLIAMS
1997
 STERLING E. MURRAY
1998
 KOSTAS MYRSIADES
2000
 RICHARD EPSTEIN
 CLAUDE FOSTER
2001
 RUSSELL VREELAND
2002
 STACEY SCHLAU
2003
 MICHAEL A. PEICH
2004
 ROBERT MAGGIO

2005
 KARIN VOLKWEIN
2006
 SANDRA FOWKES-GODEK
2007
 C. JAMES TROTMAN
2008
 LYNDA BALOCHE
2009
 LISA KIRSCHENBAUM
2010
 MARK RIMPLE
2012
 VIOREL NITICA

President's Medallion for Service

1986	1993	2004
EMILIE KESSEL ASPLUNDH JANICE WEIR ETSHIED W. GLENN KILLINGER	ALBERT E. FILANO	DONALD McILVAIN MARTHA FORD McILVAIN
1987	1994	2006
THOMAS B. CHAMBERS T. FRANK GANNON WILLIAM E. HUGHES MICHAEL J. JONES SARA L. SCHMID KURT STRAUSS	JAMES L. LARSON F. JOSEPH LOEPER	MARY RITA FILANO
1989	1995	2007
ATSUSHI MINOHHARA MASAYOSHI TANAKA	CARLOS R. ZIEGLER	JANE HOFFER FEATHERMAN JOHN A. FEATHERMAN III BRUCE A. STEVENS
1990	1997	2008
CLIFFORD E. DeBAPTISTE	RAY M. MINCARELLI, JR. ROSANNE D. MINCARELLI	ANTHONY DiBONAVENTURA
1991	1998	2009
MORGAN DOWD ADELYENE KELLY ALVY KELLY	HENRY A. JORDAN BARBARA M. JORDAN JOHN F. UNRUH	EMILY JANE LEMOLE GERALD LEMOLE SANDRA PRITCHARD MATHER
1992	1999	2010
STANLEY J. YAROSEWICK	LITTLETON G. MITCHELL	MAURY HOBERMAN
2000	2002	2011
	MURIEL BERMAN LARRY MENDTE	DONALD LEISEY KEAN SPENCER
	MARTIN R. BERNDT	2012
		BERNARD J. CARROZZA JAMES E. McERLANE

Distinguished Faculty Award

1974–1975	1976–1977	1979–1980
THOMAS A. EGAN, <i>Teaching</i> E. RILEY HOLMAN, <i>Teaching</i> MICHAEL A. PEICH, <i>Teaching</i>	ROBERT E. BYTNAR, <i>Service</i> ANDREW E. DINNIMAN, <i>Service</i> IRENE G. SHUR, <i>Teaching</i> RUSSELL L. STURZEBECKER, <i>Service</i>	CAROLYN B. KEEFE, <i>Teaching</i> JOHN A. MANGRAVITE, <i>Teaching</i> PHILIP D. SMITH, JR., <i>Service</i> NORBERT C. SOLDON, <i>Service</i>
1975–1976	1977–1978	1980–1981
WALTER E. BUECHELE, JR., <i>Service</i> CARMELA L. CINQUINA, <i>Service</i> PHILLIP B. DONLEY, <i>Service</i> GEORGE W. MAXIM, <i>Teaching</i> EDWARD N. NORRIS, <i>Service</i> PHILIP D. SMITH, JR., <i>Teaching</i> WILLIAM TOROP, <i>Teaching</i>	MARC L. DURAND and ROBERT F. FOERY (<i>Joint Project</i>), <i>Service</i> BERNARD S. OLDSEY, <i>Service</i> GEORGE F. REED, <i>Teaching</i> RICHARD I. WOODRUFF, <i>Teaching</i>	LOUIS A. CACCIATO, <i>Teaching</i> PHILIP B. RUDNICK, <i>Service</i> FRANK A. SMITH, JR., <i>Teaching</i> JANE B. SWAN, <i>Teaching</i> JOSEPH M. THORSON, <i>Service</i>
1978–1979	1979–1980	
	ROBERT E. CARLSON, <i>Service</i> JOHN J. TURNER, JR., <i>Teaching</i> C. RALPH VERO, <i>Teaching</i> ROBERT H. WEISS, <i>Service</i>	

Lindback Distinguished Teaching Award

1998	2005	2010
ERMINIO BRAIDOTTI	DENA BEEGHLY	ROBERT MAGGIO
1999	2006	2011
SUSAN C. SLANINKA	CHARLES GROVE	CHRISTIAN V. PENNEY
2000	2007	2011
W. BENNETT PETERS	DOUGLAS McCONATHA	CHRISTIAN V. PENNEY
2001	2008	2012
ANNE-MARIE MOSCATELLI	MARGARETE LANDWEHR	KEVIN DEAN
2002	2009	
GAIL BOLLIN	ELIZABETH LEEANN SROGI	

Faculty Merit Awards

1982–1983	1990–1991	2000–2001
DIANE O. CASAGRANDE	BENJAMIN WHITTEN	MARTHA POTVIN
MARY A. KEETZ		KARIN VOLKWEIN
JANE E. SHEPPARD	CHRISTOPHER BUCKLEY	
CHARLES H. STUART		
1983–1984	1992–1993	2001–2002
ELIZABETH A. GIANGIULIO	WILLIAM TOROP	RONALD GOUGHER
KOSTAS MYRSIADES		
LOIS WILLIAMS	LOUIS CASCIATO	
1984–1985	1993–1994	2002–2003
FRANK E. MILLIMAN	T. OBINKARAM ECHEWA	FRANK E. FISH
RUTH I. WEIDNER	PHILIP RUDNICK	C. GIL WISWALL
1986–1987	1995–1996	2003–2004
G. WINFIELD FAIRCHILD	RICHARD E. BLAKE	HELEN BERGER
KOSTAS MYRSIADES	REBECCA PAULY	GAIL GALLITANO
1987–1988	ELISE A. TRIANO	
WALLACE J. KAHN		
STERLING E. MURRAY	1996–1997	2004–2005
ARLENE C. RENGERT	H. JAMES BURGWYN	CLYDE GALBRAITH
1988–1989	JASMIN T. MCCONATHA	FRANK HOFFMAN
PAMELA HEMPHILL		
1989–1990	1997–1998	2005–2006
MADELYN GUTWIRTH	DONNA L. USHER	WEI WEI CAI
JOAN HASSELQUIST	PAUL A. STOLLER	FRANK HOFFMAN
	1999–2000	2006–2007
	LEIGH SHAFFER	JOHN BAKER
	RICHARD WOODRUFF	V. KRISHNA KUMAR
		2008–2009
		GOPAL SANKARAN
		2009–2010
		VIRGINIA DA COSTA

Irving Hersch Cohen Faculty Merit Award

1990	1999	2007
DOROTHY NOWACK	JOHN J. TURNER	LARRY NELSON
1991	2001	2008
GEORGE CLAGHORN	ROBERT MAGGIO	JOHN VILLELLA
1993	KENNETH L. LAUDERMILCH	
JUDITH FINKEL		2009
1994	2002	CHRISTOPHER HANNING
RICHARD VELETA	HENRY GRABB	
1995	2003	2010
DEBORAH MAHLSTEDT	DAVID SPRENKLE	MARIA PURCIELLO
1997	2004	2011
IRENE G. SHUR	JAMES MCVOY	EMILY BULLOCK
1998	2005	
DIANE O. CASAGRANDE	CARL CRANMER	
	2006	
	OVIDIU MARINESCU	

E. Riley Holman Memorial Faculty Award

2011	2012
MICHAEL BOYLE	LYNDA BALOCHE/CONNIE DiLUCCHIO (joint award)

Distinguished Teaching Chairs

1982–1983
FRANK A. SMITH
JANE B. SWAN

ACADEMIC CALENDAR 2013 – 2014

FALL SEMESTER 2013

August 24 – 25	Residence halls open
August 26	Classes begin – 8 a.m.
	Late Registration and Drop/Add
September 2	Labor Day (no classes)
September 4	Rosh Hashanah*
September 14	Yom Kippur*
October 7 – 8	Fall break (no classes)
November 27	Thanksgiving recess begins – 8 a.m.
November 29	Thanksgiving recess ends – 8 a.m.
December 7 – 8	Reading days
December 9	Last day of classes
December 10 – 14	Examination period
December 15	Commencement (undergraduate)
December 16	Commencement (graduate)

WINTER SEMESTER 2014

January 2-24	Winter Session (tentative)
January 20	Martin Luther King, Jr. Day (no classes)

SPRING SEMESTER 2014

January 27	Classes begin – 8 a.m.
	Late Registration and Drop/Add
March 14	Spring break begins – 5 p.m.
March 24	Spring break ends – 8 a.m.
March 15	Passover*
March 18	Good Friday*
May 9	Last day of classes
May 12 – 16	Examination period
May 17	Commencement (undergraduate)
May 19	Commencement (graduate)

Please consult the current course schedule and the University's website (www.wcupa.edu) for the most up-to-date calendars, including the one for summer and for 2014-15.

*Although the University will be in session, no examinations are to be administered on these major Christian and Jewish holy days. All members of the academic community are also expected to be considerate of and provide appropriate accommodations to students of other faiths when assignments, exams, and other course requirements fall on the major holy days of their religions.

Weather Alert Notification

<http://www.wcupa.edu/dps/emergency/weatheralert.asp>

When adverse weather conditions affect the routine operation of the University, information regarding class cancellations, delayed openings, and/or University closings will be publicized via multi-faceted communication media including the following:

- **Text messages to WCU Alert subscribers.** WCU has contracted with e2campus to provide the service WCU ALERT, which sends subscribers direct text messages of WCU announcements, including class cancellations, delayed openings, University closings, on-campus emergencies, and the occasional test message. WCU ALERT provides the most effective way to communicate safety to all students, faculty, and staff, wherever they are. WCU ALERT is completely free to sign up, but phone carriers may charge for receiving text messages. WCU ALERT will not deliver any kind of advertising content, and phone numbers will not be shared with any third parties. Click here for more information and to sign up <http://www.wcupa.edu/wcupaalert/>.
- **Mass e-mails to students, faculty, and staff.** WCU assigned e-mail accounts for employees and students will be used as one of the primary layers of communication for weather-related as well as emergency alerts; all employees and students

are required to activate and maintain regular access to their University-provided e-mail accounts.

- **Posted on WCU's homepage at <http://www.wcupa.edu>.** The most up-to-date and specific information, including weather developments, event cancellations and postponements, or changes to the final exam schedule, will be posted on the WCU homepage.
- **Recorded message on WCU's Information Line, 610-436-1000.**
- **Broadcast on many radio and TV stations.** Some radio and TV stations use a system of code numbers rather than school names for cancellations and announcements. **West Chester University's code numbers are 853 for cancellation of day classes and 2853 for evening classes, and at <http://www.wcupa.edu/dps/emergency/weatheralert.asp>.** Because radio and TV stations are generally not able to provide specific information, the most accurate and detailed announcements will be maintained on WCU's homepage at <http://www.wcupa.edu>.

Index

A

- Academic
 - calendar, 123
 - information and regulations, 15–25
 - integrity policy, 19–22
 - probation/dismissal, 7
- Acceptance fee, 10
- Accounting, 37
- Accreditations/nationally recognized programs, ii
- Act 48, 23
- Active status, 15
- ADA policy and accommodations, ii
- ADA policy statement, 25
- Adding a course, 16
- Address changes, 22
- Adjunct faculty, 118
- Administration
 - of the University, 107
- Admission, 4–7
 - of international students, 6–7
 - requirements, 4–5
 - to degree candidacy, 7–8
 - to teacher education for certification, 22
- Advisory system, 16
- Affirmative action policy, ii
- Alumni Association Board of Directors, 106
- Anthropology and sociology, 32
- Applicable catalog year, 15
- Application
 - deadline, 4
 - fee, 10
 - for graduation, 22
 - procedure, 4
 - to degree candidacy, 7–8
- Applied
 - music, 79–82
 - statistics, 77–79
 - studies in teaching and learning, *see* early and middle grades education
- Art, 32–33
- Assistantships, 13
- Astronomy, *see* geology and astronomy
- Audit fee, 11
- Auditor status, changing to, 16
- Auditors, 6
- Awards (faculty), 119–122
- Awards and grants, *see* financial aid

B

- Biology, 33–35
- Board of Governors, 106
- Bookstore, 27
- Business administration, M.B.A., 35–36

C

- Calendar, academic, 123
- Campus, 3
 - recreation, 30
- Career Development Center, 27–28
- Certificate
 - for individual programs, *see* graduate programs of study, 2
 - in administration, 97–98
 - of advanced graduate study, 50

- program policy, 5
- Certification, teaching, 22–23
 - for individual programs, *see* graduate programs of study, 2
- Change
 - in name or address, 22
 - in program, 16
 - of status, 16
- Check policy, uncollectible, 10
- Chemistry, 39–40
- Classification of students, 15
- Clinical psychology, *see* psychology
- Commencement fee, 11
- Commonwealth of Pennsylvania, 106
- Communication
 - sciences and disorders, 40–41
 - studies, 41–43
- Communications directory, ii
- Comprehensive examination, 22
- Computer science, 43–45
- Computing services, *see* information services
- Continuous enrollment, 15–16
- Council of Trustees, 106
- Counseling and psychological services, 30
- Counselor education, 45–47
- Course
 - audit fee, 11
 - load, *see* enrollment classification
 - numbering system, 16
 - repeat policy, 17
- Credit by examination, 16
- Credit, transfer of, 6, 16
- Criminal justice, 47–49
- Crossover registration fees, 11

D

- Damage fee, 11
- Deadline, application, 4
- Defense of master's thesis, 22
- Degree
 - candidacy, 7–8
 - programs, 2
 - requirements, 8
 - students (matriculated students), 15
- Direct
 - Loans, 13
 - Graduate PLUS Loans, 13
- Directions to West Chester, 3
- Directory Information–Rights and Privacy Act of 1974, 25
- Distance education access fee, 9
- Dropping a course, 16

E

- Early and middle grades education, 49–53
- Earth and space science, *see* geology and astronomy
- Economics and finance, 37
- Education for sustainability, graduate certificate, 93
- Educational
 - services fee, 9
 - specialist certification, 23
 - technology, graduate certificate, 93
- Educator preparation degree, 22

- Elementary
 - education, *see* early and middle grades education
 - school counseling, 46

- Emergency
 - alert notification, 28
 - preparedness, 28
- Emeriti, 119–120
- English, 53–57
- Enrollment classification, 15
- Entrepreneurial education, graduate certification, 93
- Examinations, other, 22

F

- Faculty, 108–122
- Family Educational Rights and Privacy Act, (FERPA), 24–25
- Federal
 - Perkins Loan Program, 13
 - Work Study, 14
- Fee refunds, 10
- Fees and expenses, 8–11
- Finance, *see* economics and finance
- Financial aid, 12–14
- Foreign languages, *see* languages and cultures
- Formal admission to teacher education for certification, 22–23
- Francis Harvey Green Library, *see* library services
- Frederick Douglass
 - graduate assistantships, 13
 - Institute, 23–24
 - Society, 29–30
- French, *see* languages and cultures

G

- General fee, 8–9
- Geography and planning, 58–59
- Geographic Information Systems, certificate, 58
- Geology and astronomy, 59–61
- Gerontology, *see* anthropology and sociology
- Good standing, 7
- Grade
 - appeals, 17–19
 - change policy, 17
 - definitions, 17
 - reports, 17
- Grading system, 17
- Graduate
 - assistantships, 13
 - certificate program policy, 5
- Management Admission Test, 5–6
 - programs of study, 2
- Record Examination, 5–6
- residence hall assistants, 13
- Student Association, 29
- Student Association fee, 8–9
- Studies, Office of, 3
- studies at West Chester, 3
- Graduation, application for, 22
- Grants, *see* financial aid

H

Health
 Center fee, 8
 Department of, 61–64
 services, student, 27
 Higher education counseling, 46
 History, 64–66
 of the University, 3
 Holocaust and genocide studies, 66–67
 Honor societies, 30
 Honors and awards (faculty), 119–122
 Housing, 26
 deposit, 10–11
 fee, 9
 How to reach West Chester, 3
 Human resources management, M.P.A., 97
 certificate, 97–98

I

Identification card fee, 11
 Industrial/organizational psychology, *see* psychology
 Infirmary, *see* Health Center
 Information services, 27
 Institute for Women, 29
 graduate grant, 13–14, 29
 Instrument rental fees, 11
 Insurance, *see* Health Center
 Integrity policy, 19–22
 International education, 29
 student services fee, 9
 students, 6–7
 Involuntary medical withdrawal policy, 16–17

K

Kinesiology, 67–70

L

Language and cultures, 70–73
 Late
 payment fee, 11
 registration fee, 11
 Leave of absence, 17
 Library services, 26
 Linguistics, 74
 Literacy, 74–76
 Literature, *see* English
 Loans, *see* financial aid
 Lost key replacement, 11

M

Management, 38
 Marketing, 38–39
 Master's degree, requirements for, 8
 Mathematics, 76–79
 Matriculation deposit, 4
 Meal fee, 9
 Miller Analogies Test, 6
 Mission and Values Statements, i
 Multicultural affairs, 28
 Music, 79–86
 applied, 79–82
 education, 82–85
 instrument rental fees, 11
 theory, history, and composition, 85–86

N

Name change, 22
 "No grades," removing, 17

Nondegree students, 15
 Nondiscrimination/affirmative action policy, ii
 Nonprofit administration, certificate, 97
 Notification of admission, 4
 Nursing, 86–88
 Nutrition, 88–89

O

Obtaining transcripts, 22
 Off-campus and commuter services, 26–27
 Off-campus housing, 27

P

Parking fee, 11
 Partial payment policy, 10
 Pass/fail grades, 16
 Payment of fees, 9–10
 Pennsylvania teacher intern certification program, 23
 Perkins Loan Program, 13
 Pharmaceutical product development, 89
 Philosophy, 89–91
 Physical education, *see* kinesiology
 PLUS Loan, Direct Graduate, 13
 Poetry Center, 24
 Political science, 91
 Portfolio assessment fee, 11
 Presser Music Library, 26
 Probation, academic, 7
 Procedure for application to degree candidacy, 7–8
 Professional and secondary education, 91–94
 certificates, 23
 Programs of study, 2
 Provisional matriculation, 15
 Psychology, 94–96
 Public administration, M.P.A., 96–98
 Public health, *see* health
 Public safety, 28

R

Reading, *see* literacy
 Readmission, 7, 16
 Reapplication for degree candidacy, 8
 Recording fee, 11
 Recreation programs, 30
 Refund policy, 10
 Regional planning, urban and, certificate, 58
 Registration, 15
 Removing "no grade," 17
 Repeat policy, 17
 Requirements for admission, 4–5
 degree candidacy, 7–8
 master of education degree, 8
 master's degree, 8
 research, 22
 Residence hall graduate assistants, 13
 Responsibility, student, 4
 Room and board, *see* housing fee

S

Scholarships and awards, 14
 Second master's degree, 22
 Secondary education, 91–94
 school counseling, 46
 teaching certification, 92

Senior citizen policy, 6
 Services for students with disabilities, 27
 Sexual harassment policy, ii
 Snow days, *see* weather alert notification
 Social work, graduate, 99–101
 Sociology, *see* anthropology and sociology
 Spanish, *see* languages and cultures
 Special education, 101–104
 Speech and Hearing Clinic, 28–29
 Speech pathology, *see* communication sciences and disorders
 Sport management and athletics, certificate, 68
 Status
 active, 15
 change of, 16
 Storm closings, *see* weather alert notification
 Structure of the University, 31
 Student
 consumer rights and responsibilities, 12–13
 health services, 27
 responsibility, 4
 services and living, 26–30
 Study abroad fee, 10
 Submitting the thesis for binding, 22
 Summer sessions, 15
 Sykes Student Union
 building, 29
 expansion fee, 8
 fee, 8

T

Teaching certification, *see* educator preparation degree
 Teaching English as a second language, 104–105
 Technology tuition fee, 9
 Theatre and dance, 105
 Thesis binding, 22
 Time to complete the degree program, 15
 Transcript fee, 11
 Transcripts, obtaining, 22
 Transfer of credit, 6, 16
 Tuition rates, 8

U

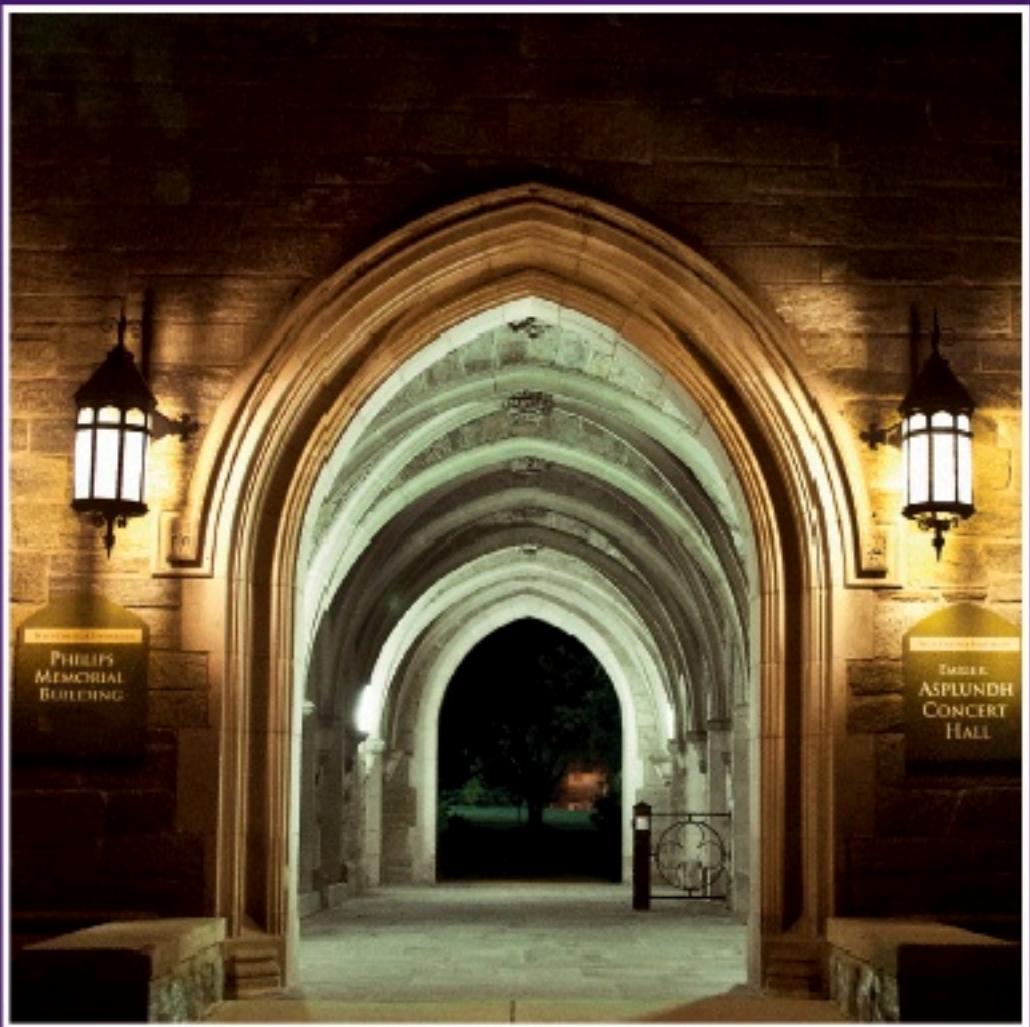
Uncollectible check policy, 10
 Undergraduate courses, fees for crossover registration, 11
 courses for graduate credit, 16
 Undergraduates (taking graduate courses), 6
 University services and student living, 26–30
 Urban and regional planning, certificate, 58

V

Values Statement, i
 Vehicle registration, 28
 Veterans Affairs, 29
 Vision Statement, i

W

WCU Foundation Board of Trustees, 106
 Weather Alert Notification, 123
 West Chester, how to reach, 3
 Withdrawal procedure, 10, 16
 Withdrawal/enrollment change and aid, 12
 Women's Center, 29
 Women's and gender studies, 105
 Work Study, Federal, 14
 Workshops, 16



OFFICE OF GRADUATE STUDIES AND EXTENDED EDUCATION
McKelvie Hall
102 West Rosedale Avenue
West Chester, PA 19383
Telephone: 610-436-2943
E-mail: gradstudy@wcupa.edu
Web: www.wcupa.edu/grad
Facebook: www.facebook.com/wcugrad